

Волинський національний університет
імені Лесі Українки
Факультет іноземної філології
Кафедра прикладної лінгвістики

Діана Калішук
Вікторія Новак

ADVANCED GRAMMAR FOR EXAMS
(Поглиблена граматики
для підготовки до екзаменів)

Методичні рекомендації

Луцьк, 2021

УДК 811.111'36(072)

К 17

Рекомендовано до друку науково-методичною радою Волинського національного університету імені Лесі Українки (протокол № від .12.2021 р.).

Рецензенти:

Вербицька А. Е., канд. філол. наук, доцент кафедри практики англійської мови Волинського національного університету імені Лесі Українки

Приходько В. Б., канд. філол. наук, доцент кафедри іноземної та української філології Луцького національного технічного університету

Каліщук Д. М., Новак В. Р.

Advanced Grammar for Exams (Поглиблена граматики для підготовки до екзаменів): методичні рекомендації. Луцьк : Вежа-Друк, 2022. 122 с.

Анотація: Методичні рекомендації з поглибленої граматики англійської мови для підготовки до екзаменів призначені для студентів, що вивчають курси з граматики англійської мови та підготовки до іспитів; складаються із передмови, чотирьох частин, кожна з яких поділена на підрозділи, які містять граматичний матеріал, таблиці та схеми до тем ‘The Verbals’, ‘The Infinitive’, ‘The Gerund’, ‘The Participle’, зразків тестових завдань, списку рекомендованої літератури та глосарію граматичних термінів. Підбір граматичних правил та вказівок методичних рекомендацій із відповідними поясненнями сприяє засвоєнню та систематизації поданого матеріалу.

УДК 811.111'36(072)

К 17

© Каліщук Д. М., Новак В. Р., 2022

© Волинський національний університет імені Лесі Українки, 2022

ЗМІСТ

Передмова	4
I. The Non-Finite Forms of the Verb (The Verbals)	5
II. The Infinitive	9
2.1 The Bare Infinitive and the Split Infinitive	12
2.2 Syntactical Functions of the Infinitive	15
2.3 The Infinitive Constructions	19
2.3.1 The Objective-with-the-Infinitive Construction	19
2.3.2 The Subjective-with-the-Infinitive Construction	22
2.3.3 The for-to-Infinitive Construction	23
III. The Gerund	25
3.1 Predicative Constructions with the Gerund (Gerundial Complexes)	30
3.2 Syntactical Functions of the Gerund	32
3.2.1 Functions of the Gerund. Prepositions	36
3.2.2 Rendering the Gerund into Ukrainian	42
3.3 The Gerund and the Infinitive	43
3.4 The Gerund and the Verbal Noun	49
IV. The Participle	51
4.1 Participle I	51
4.1.1 Syntactical Functions of Participle I	56
4.1.2 Participle I and the Gerund	62
4.2 Participle II	63
4.2.1 Syntactical Functions of Participle II	65
4.2.2 Misrelated Participles	68
4.3 Predicative Constructions with the Participle	70
4.3.1 The Objective Participial Construction	70

4.3.2 The Subjective Participial Construction	72
4.3.3 The Nominative Absolute Participial Construction ...	73
4.3.4 The Prepositional Absolute Participial Construction ...	82
4.3.5 Absolute Constructions without the Participle	83
Practice Exercises	84
Лірэпартыпа	95
Grammar Terms Glossary	96

ПЕРЕДМОВА

Методичні рекомендації *Advanced Grammar for Exams* (Поглиблена граматика для підготовки до екзаменів) призначені для студентів, що вивчають курси з граматики англійської мови та підготовки до іспитів (зокрема, вибіркові дисципліни «Граматика для навчання іноземної мови», «Практична граматика, модуль – «Non-finite forms of the verb» та «Практикум з підготовки до міжнародної англомовної сертифікації», модуль – тренування граматичних навичок). Запропоновані навчальні матеріали сприяють кращому засвоєнню граматичних тем “The Verbals”, “The Infinitive”, “Infinitive Constructions”, “The Gerund”, “Participle I”, “Participle II”, “Participial Constructions”.

Методичні рекомендації складаються із передмови, 4-х частин, кожна з яких поділена на підрозділи, зразків тренувальних вправ (тестових завдань), списку рекомендованих джерел та глосарію граматичних термінів. Перший розділ містить загальну інформацію про безособові форми дієслова, їх відмінності від особових форм дієслова. Кожен наступний розділ присвячений окремій безособовій формі дієслова. Детально аналізуються морфологічні характеристики інфінітива, герундія, дієприкметника / дієприслівника. В окремих підрозділах пояснюються функції безособових форм дієслова у реченні з відповідними сучасними прикладами та українськими еквівалентами для полегшення вивчення цього матеріалу. Кожна предикативна конструкція з безособовими формами дієслова аналізується та описується окремо, ілюструється прикладами та до кожної конструкції пропонуються способи перекладу на рідну мову, оскільки точний чи дослівний переклад не завжди є можливим.

Автори приділяють значну увагу аналізу подібностей та відмінностей у функціонуванні та використанні у мовленні так званих – *ing* форм англійської мови, що викликає певні труднощі при засвоєнні матеріалу студентами. Усі правила та винятки, окрім ґрунтовних пояснень,

супроводжуються таблицями та схемами, що полегшує розуміння та вивчення матеріалу, а також підготовку до екзаменів та тестів з граматики англійської мови.

Методичні рекомендації можуть бути використані студентами інших вищих навчальних закладів, де вивчають англійську мову як іноземну, слухачами курсів вивчення англійської мови, а також всіма, хто цікавиться цими темами та вивчає мову самостійно. Методичні рекомендації стануть у нагоді тим, хто вивчає англійську мову як іноземну та готується до міжнародної англомовної сертифікації, що підтверджує певний рівень володіння англійською мовою як іноземною.

I. THE NON-FINITE FORMS OF THE VERB (THE VERBALS)

The verb is a part of speech which denotes an action, i.e. some activity (*to go, to play, to write*), process (*to wait, to live*), state (*to be, to like*), relation (*to belong, to resemble*) etc.

The verb presents a system of finite and non-finite forms.

The verb in its finite forms possesses the morphological categories of person, number, tense, aspect, correlation, voice and mood. Its syntactical function is that of the predicate. The finite forms of the verb always have a subject with which they agree in number and person.

e.g. *I **am** a student.*

*He **is** a student.*

*We **are** students.*

Verbs provide the focal point of the clause. The main verb in a clause determines the other clause elements that can occur and it specifies a meaning relation among those elements.

The non-finite forms of the verb (the verbals) comprise the Infinitive, the Gerund, Participle I and Participle II. The verbals are regarded as forms of the verbs because they have certain features in common with the finite forms. But at the same time they have their own peculiarities which distinguish them from the finite forms.

The verbals, unlike the finite forms of the verb, do not express person, number or mood. Therefore they cannot be used as the predicate of the sentence. Like the finite forms of the verb the verbals have tense and voice distinctions, but their tense distinctions differ greatly from those of the finite verb.

The characteristic features of the verbals are as follows:

1. They have a **double nature, nominal and verbal**. The infinitive and the gerund combine the characteristics of a verb with those of a noun, the participle combines the characteristics of a verb with those of an adjective and in some of its functions it combines the characteristics of a verb with those of an adverb.

e.g. ***To love means to forgive.*** (the infinitive as the subject and as the predicative)

*I like **reading** and **listening** to music.* (the gerund as the object)

*We were looking at the **rising** sun* (the participle as an attribute)

***Coming** near, I found the door slightly open.* (the participle as the adverbial modifier)

2. Unlike the finite forms of the verb, the verbals **are not restricted in number and person** by any grammatical subject.

e.g. *I rely on **your coming** in time.*

*We rely on **his coming** in time.*

*I want **you to come** in time.*

*We want **him to come** in time.*

Accordingly, the verbals cannot express predication by themselves, they can only be part of the predicate and, as part of the predicate, they must always be in connection with finite forms of the verb.

e.g. *She suddenly **began to speak**.*

*He **went on talking**.*

*Our university **is situated** in the centre of the city.*

3. The verbals have **no mood distinctions**.

4. The verbals have **voice distinctions**.

e.g. ***Being written** in pencil the letter was difficult to make out.* (Participle I Passive)

***Writing** those lines she was thinking about his reaction and smiling.* (Participle I Active)

*She likes **giving*** (Gerund in the Active Voice) *presents and even more she likes **being given*** presents (Gerund in the Passive Voice).

*It is so glorious **to love*** (Infinitive in the Active Voice) *and **to be loved*** (Infinitive in the Passive Voice).

5. The verbals have **tense distinctions**. The tense distinctions of the verbals are not absolute (like those of the finite verb), but relative. The form of a verbal does not show whether the action it denotes refers to the present, past or future, it shows

only whether the action expressed by a verbal is simultaneous with the action expressed by the finite verb or prior to it.

e.g. *I see him **run**. I saw him **run**. I shall see him **run**.* (The action simultaneous with the action of the finite verb is expressed)

*After walking about ten yards, he **found** the hat among the leaves. She **denies having spoken** to him.* (The action prior to the action denoted by the finite verb is expressed)

6. The non-finite forms of the transitive verbs, like the finite transitive verbs, **can take a direct object** (verbs, that do not require any object for the completion of their meaning are called intransitive: e.g. *The sun is **rising***; verbs that require some kind of object to complete their indirect meaning are called transitive: e.g. *Believe me, I'm **telling** the truth*).

e.g. ***Opening the door**, he went out on to the terrace.*

*I am good now at **speaking their language**.*

*Ben was too busy **to hear him** now.*

7. The verbals **can be modified by adverbs**.

e.g. *She burst out **crying bitterly**.*

*I cannot **write so quickly**.*

***Deeply affected**, she rose and left the room.*

8. The verbals **can form predicative constructions**, i.e. constructions consisting of two elements, a nominal (a noun or a pronoun) and a verbal (the participle, the gerund or the infinitive) element. The verbal element stands in predicate relation to the nominal element, i.e. in a relation similar to that between the subject and the predicate of the sentence. In constructions the verbal denotes an action performed by or to the person or non-person expressed by the nominal element. In most cases predicative constructions form syntactic units, serving as one part of the sentence.

e.g. *I saw **him cross** the street.*

*I saw **him crossing** the street.*

*I don't like **your going out** without any money.*

*I need **my coat altered**.*

In the sentence a verbal may occur:

1. singly, without any accompanying words:

e.g. *I went to the library **to read**.*

*John will speak for hours, until **interrupted**.*

*She remained **standing**.*

2. in phrases, with one or several accompanying words. These phrases form syntactic units serving as one part of the sentence. A phrase should not be confused with a predicative construction. Between the elements of a phrase there is no predicate relation as it does not include a noun or a pronoun denoting the doer of the action expressed by a verbal. The verbal phrase denotes an action related to the subject of the sentence or some other part of the sentence.

e.g. *His son saw him gravely **hanging up his coat**.*

*It had been just splendid **meeting you here**.*

***To be born in poverty** was to be doomed to humiliation.*

3. in predicative constructions

e.g. *Can I count upon **you to help me**?*

*Do you mind **my smoking**?*

*He listened to **his uncle talking to him**.*

II. THE INFINITIVE

The infinitive is a non-finite form of the verb which has a double nature, combining the characteristics of a noun (nominal nature) and of a verb (verbal nature).

The nominal character of the infinitive is manifested in its syntactical functions, that is, the infinitive, as well as a noun, in the sentence can function as:

1) the subject

e.g. *To take the initiative in that situation was quite unexpected of him.*

2) a predicative

e.g. *His plan was now to drive to Kyiv.*

3) an object

e.g. *He has never learnt to read or write.*

The verbal character of the infinitive is manifested in 1) its syntactical and 2) morphological features.

I. The Syntactical Features of the Infinitive

a) like a finite verb the infinitive of a transitive verb can **take a direct object**:

e.g. Soon she began to feel some *curiosity*.

b) like a finite verb the infinitive can **be modified by an adverb**:

e.g. I cannot write so *quickly*.

II. The Morphological Categories of the Infinitive (the Forms of the Infinitive)

The morphological categories of the infinitive that manifest its verbal nature are 1) the category of tense, 2) the category of aspect, and 3) the category of voice (for transitive verbs)

The Infinitive	Active	Passive
Indefinite	to write	to be written
Continuous	to be writing	–

Perfect	to have written	to have been written
Perfect Continuous	to have been writing	–

1) **The category of tense.** The tense distinctions of the infinitive are not absolute, but relative. That means, that the infinitives cannot express whether the action occurs in the present, past or future. In English the tense forms of the infinitive can only show whether the action expressed by the infinitive is simultaneous with or prior to the action expressed by the finite verb.

Thus, **the Indefinite and Continuous Infinitive** denote an action, **simultaneous** with the action expressed by the finite verb, so it may refer to the present, past or future.

The Indefinite Infinitive	Translation	Comments
<i>I <u>am</u> glad to meet you.</i>	Я радий зустрiти тебе.	An action simultaneous with the present (am).
<i>I <u>was</u> glad to meet you.</i>	Я був радий зустрiти тебе.	An action simultaneous with the past (was).
<i>I <u>will be</u> glad to meet you.</i>	Я буду радий зустрiти тебе.	An action simultaneous with the future (will be).

The Perfect Infinitive usually denotes an action **prior** to the action expressed by the finite verb:

The Perfect Infinitive	Translation	Comments
<i>I <u>am</u> glad to have seen you.</i>	Я радий, що побачив тебе.	An action prior to the present moment (am).
<i>I <u>was</u> glad to have seen you.</i>	Я був радий, що побачив тебе.	An action prior to the past moment (was).

<i>I <u>will be</u> glad to have seen you.</i>	Я буду радий, що побачив тебе.	An action prior to the future moment (will be).

Note:

meant

expected

intended

hoped + **Perfect Infinitive** = hope or intention was not carried out

was/were

would like

e.g. *I meant to have gone there.* (= I didn't go there)

The same meaning can be conveyed by the Past Perfect of the finite verb followed by the Indefinite Infinitive, though the idea stays the same:

e.g. *I meant to have gone there.* = *I had meant to go there.* = *I meant to go there, but never did.*

2) The category of aspect.

The Continuous Infinitive, denoting an action simultaneous with that expressed by the finite verb, also denotes an action in progress. Thus the continuous infinitive is not only a tense form, but also an aspect form, expressing both time relations and the manner in which the action is presented.

e.g. *At the moment they happened **to be standing** near a small hut at the end of the garden.*

The Perfect Continuous Infinitive, being a tense form as well as an aspect form, denotes an action which lasted a certain time before the action of the finite verb.

e.g. *For about five days we seemed **to have been living** on nothing but bread and water.*

3) **The category of voice** of the infinitive has the same meaning as in the corresponding finite transitive verb forms. It shows the direction of the action from the subject or to the subject.

e.g. *It's so nice to love and to be loved.*

Note:

In sentences with the construction **There is** the infinitive of some verbs can be active or passive without any change in the meaning:

e.g. *There is no time to lose / to be lost.*

There is nothing to fear / to be feared.

2.1 THE BARE INFINITIVE AND THE SPLIT INFINITIVE

In English the infinitive is usually used with the particle **to**, it being a formal sign of the infinitive form. Still there are cases when the so-called **bare infinitive** (the infinitive without the particle **to**) is used.

	Words and phrases followed by a bare infinitive	Example sentences	Notes
1.	Auxiliary verbs: <i>don't / will</i>	<i>I don't like jogging.</i>	
2.	Modal verbs: (except ought to, have to, be to) <i>Can't / must / may</i> etc.	<i>You must go there tomorrow.</i> <i>I can't do this task myself.</i>	
3.	<i>Need and dare</i>	<i>You needn't say anything.</i> (but: <i>You don't need to say anything.</i>) <i>I dared not wake him.</i> (but: <i>I wouldn't dare (to) wake him.</i>)	1. When they are conjugated with <i>do/did</i> or <i>will/would</i> the to -infinitive follows. Dare in the affirmative is mostly conjugated like an ordinary verb. (If <i>dare</i> and <i>need</i> are treated as

		<p>(In theory the to is required in negative and interrogative sentences (with do/did) but in practice it is often omitted)</p> <p><i>They dared not move.</i> <i>How dared he complain?</i> (expresses indignation) <i>Dare we interrupt?</i></p> <p><i>Nobody dared (to) speak.</i></p> <p><i>You needn't worry so much.</i></p>	<p>auxiliaries, they take the bare infinitive like most auxiliaries. If they are treated as ordinary verbs, with <i>do/did</i> etc., they take the full infinitive)</p> <p>2. Dare I/he/you? and dare not + bare infinitive:</p> <p>3. Preceded by <i>nobody, anybody</i> – to is optional</p> <p>4. needn't + bare infinitive!</p>
4.	Modal expressions: <i>had better / would rather / would sooner</i>	<p><i>You'd better come at once.</i> <i>She'd rather die than come back.</i></p>	
5.	Verbs of sense perception: <i>see, watch, observe, notice, hear, listen to, feel, etc.</i>	<p><i>I felt somebody touch me.</i> <i>He heard the door close.</i></p>	<p>1. <i>See</i> and <i>hear</i> in the passive take the full infinitive: <i>He was seen to enter the office.</i> <i>He was heard to say that ...</i></p> <p>2. The verb <i>to be</i> after the verb <i>to feel</i> + to-infinitive: <i>I felt this to be very true.</i></p>
6.	Verbs if inducement:	<p><i>Let me help you.</i> <i>What makes you think</i></p>	<p>1. <i>Make</i> in the passive takes a full infinitive:</p>

	<i>let, make, have, bid</i>	<p><i>so?</i></p> <p><i>I had them take my luggage.</i></p> <p><i>I <u>would</u> not have you think that I am selfish.</i></p> <p><i>I bowed and waited, thinking she would bid me take a seat.</i></p>	<p><i>I was made to move my car.</i></p> <p>2. <i>Bid</i> is obsolete and is not used in colloquial speech.</p>
7.	<i>Help and know are followed by bare or full infinitive</i>	<p><i>Mother helped me (to) do my homework.</i></p> <p><i>How can I help my children not to worry about the exams?</i></p> <p><i>Everyone in the village helped (to) build the new Youth Centre.</i></p> <p><i>I've never known her to be late before.</i></p>	<p>1. <i>to</i>-infinitive is more formal.</p> <p>2. not + <i>to</i></p> <p>3. <i>Help</i> can be used without a noun or pronoun object.</p> <p>4. <i>Know</i> is followed by a noun or pronoun object; and in the passive + full infinitive</p>
8.	Phrases with but : <i>cannot(choose) but do anything but do nothing but couldn't but</i>	<p><i>Did you do anything but ask questions?</i></p> <p><i>He does nothing but complain.</i></p> <p><i>There is nothing to do but wait.</i></p>	Rule: <i>but</i> and <i>except</i> take the bare infinitive when they follow do + <i>anything / nothing / everything</i>
9.	<i>Why not</i> sentences	<i>Why not begin at once?</i>	
10.	<i>to</i> is optional in sentences such as:	<p><i>The only thing to do is (to) write to him.</i></p> <p><i>The only thing we can do is (to) call him.</i></p>	

		<i>All we can do is (to) write to him.</i>	
--	--	--	--

Rule: If two infinitives are joined by **and**, the **to** of the second infinitive is normally dropped:

e.g. *I intend to sit in the garden and write letters.*

e.g. *I want you to stand beside me and hold the torch.*

The particle *to* can sometimes be separated from the infinitive by an adverb or an emphatic particle; the structure is called a “**split infinitive**”.

e.g. *He seemed to **really** like her long curly hair.*

*I want you to **just** give me a call tomorrow, that's all.*

Though the structure is usually emphatic, sometimes such separation of *to* from the infinitive is necessary to avoid ambiguity.

2.2 SYNTACTICAL FUNCTIONS OF THE INFINITIVE

A single infinitive occurs but seldom: in most cases we find an infinitive phrase, i.e. an infinitive with one or several accompanying words. Due to its double nature the infinitive in the sentence may perform functions typical of both a noun and a verb. Thus in a sentence it can be used as:

- 1) the subject;
- 2) part of a compound nominal predicate;
- 3) part of a compound verbal modal predicate;
- 4) part of a compound verbal aspect predicate;
- 5) the object;
- 6) the attribute;
- 7) the adverbial modifier of:
 - purpose
 - result
 - comparison (manner)

– attendant circumstances;

8) parentheses.

№	Function	Sentence patterns	Ways of introducing the infinitive / Phrases to remember
1	Subject	1. <i>Never to study at night gradually became a rule for her.</i> 2. <i>It was a great pleasure for me to meet such a well-known artist.</i>	<i>It is always easy to ...</i> <i>It was hard to ...</i> <i>It is so important / dangerous etc. to ...</i> <i>...</i> <i>It gives him pleasure to ...</i> <i>It is wise of him to ...</i> <i>It is nice of you to ...</i> <i>It does people a lot of good to ...</i> <i>It won't do you any harm to ...</i> <i>It has become his habit to ...</i> <i>It surprised me to ...</i> <i>It made me feel awkward to ...</i> <i>It was natural to ...</i>
2	Part of Compound Nominal Predicate	1. <i>After a long trip her first desire <u>was to take a bath.</u></i> (a predicative) 2. <i>Jane was really <u>pleasant to deal with.</u></i> (part of a predicative)	<i>He is hard to please.</i> <i>She is easy to deal with.</i> <i>She is pleasant to look at.</i> <i>He is difficult to convince.</i>
3	Part of Compound Verbal Modal	1. <i>The train <u>was to leave</u> at midnight.</i> 2. <i>I <u>intend to lead</u></i>	With modal verbs, modal expressions, and verbs expressing modality.

	Predicate	<i>a better life.</i> 3. You'd better <u>do</u> what she told you to.	
4	Part of Compound Verbal Aspect Predicate	1. At midnight, it suddenly <u>started to rain.</u> 2. He <u>used to play</u> chess every week when he was a schoolboy. 3. They gradually <u>ceased to talk.</u>	With verbs denoting the beginning, duration, or the end of the action.
5	Object (Part of a Complex Object)	1. I <u>learned to drive</u> at the age of eighteen. 2. He <u>found it impossible to go</u> there. 3. He <u>asked me to wait.</u> They <u>allowed him to leave.</u>	2. In the function of an object the infinitive can be preceded by the introductory object <i>it</i> . 3. We find the infinitive in the function of a part of a complex object after certain verbs that take two objects (one of which is the nominal element and the infinitive is the verbal element of the objective infinitive construction)
6	Attribute	1. Barbara was not a <u>woman to suffer</u> in silence. 2. I have no <u>desire to change</u> my mind.	1. After the class nouns 2. After the abstract nouns (<i>time, hope, love, beauty, courage, etc.</i>) 3. After the indefinite and negative pronouns (<i>something, somebody, anything, anybody, nothing, no one,</i>

		<p>3. There is <u>nothing</u> to worry about.</p> <p>4. He had <u>a great deal</u> to tell you.</p> <p>5. She was <u>the first</u> to guess what he was driving at.</p> <p>6. He was <u>the last</u> to realize the danger.</p>	<p>nowhere, etc.)</p> <p>4. After the expressions of quantity (<i>much, many, little, no more, plenty, etc.</i>)</p> <p>5. After the ordinal numerals</p> <p>6. After the adjective last.</p>
7	<p>Adverbial modifier:</p> <p>a) of purpose</p>	<p>1. You must be a good player to be a captain of a team.</p> <p>2. He came to my office one day <u>in order</u> to see me and ask for a job.</p> <p>3. You'd better wait outside <u>so as</u> to be at hand if needed.</p>	<p>The infinitive is introduced:</p> <p>1. without any conjunction.</p> <p>2. in order to</p> <p>3. so as</p>
	b) of result	<p>1. The opportunity was <u>too good</u> to be missed.</p> <p>2. He was <u>old enough</u> to be her father.</p>	<p>1. too + adjective + infinitive (<i>too hot, skilled, angry, excited, shocked, impressed, etc. to do sth</i>)</p> <p>2. adjective + enough + infinitive (<i>clever, experienced, strong, brave, old, sharp, etc. enough to do sth</i>)</p> <p>3. so + adjective + as + infinitive</p>

		<p>3. <i>Mr. Burton was <u>so cruel as to send</u> a man to death.</i></p> <p>4. <i>He was not <u>such a man as to break his promise.</u></i></p>	<p>(<i>so cruel, clever, fool, etc. as to do sth</i>)</p> <p>4. such + noun + as + infinitive (<i>such a woman, a son, a boy, a student, etc. as to do sth</i>)</p>
	c) of comparison (manner)	<p><i>She nervously moved her hand towards his lips <u>as if to stop</u> him.</i></p>	<p>The infinitive is introduced by the conjunctions <i>as if</i> or <i>as though</i>.</p> <p>In many cases there is an additional meaning of <u>purpose</u>.</p>
	d) of attendant circumstances	<p><i>He came into the garage one morning to find that his car was gone.</i></p>	<p>The action expressed by the infinitive is often parallel to the action expressed by the finite verb.</p>

8	Parentheses	<p><i>He was rude, to say the least of it.</i></p> <p><i>To put it mildly, he is not the man she needs.</i></p>	<p><i>To start / begin with,</i></p> <p><i>To make / cut a long story short,</i></p> <p><i>Not to speak of,</i></p> <p><i>To tell the truth,</i></p> <p><i>So to say,</i></p> <p><i>To say nothing of,</i></p> <p><i>To be quite truthful,</i></p> <p><i>To be more exact,</i></p> <p><i>To put it mildly,</i></p> <p><i>To go into details / particulars,</i></p> <p><i>To say / speak honestly,</i></p> <p><i>To speak candidly,</i></p> <p><i>To say the least of it, etc.</i></p>
---	--------------------	---	---

2.3 THE INFINITIVE CONSTRUCTIONS

In modern English we find the following predicative constructions with the infinitive:

- 1) the Objective-with-the-Infinitive Construction
- 2) the Subjective-with-the-Infinitive Construction
- 3) the *for-to*-Infinitive Construction

2.3.1 The Objective-with-the-Infinitive Construction (OIC)

This is the construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case.

In the sentence the construction functions as a complex object.

The Objective-with-the-Infinitive construction (OIC) is usually translated into Ukrainian by a subordinate clause.

e.g. *Father always wanted **his son to become** a doctor.*

*Батько завжди хотів, **щоб його син став** лікарем.*

We find the Objective-with-the-Infinitive construction after the following verbs:

Left-hand combinability	Example sentences	Notes
<p>Verbs of sense perception (<i>to hear, to see, to watch, to notice, to feel, to smell, to listen to, etc.</i>)</p>	<p><i>I saw him cross the street.</i></p> <p><i>We listened to him play the guitar.</i></p> <p><i>I haven't heard anyone call me.</i></p>	<p>1) After the verbs of sense perception the infinitive is used <i>without</i> the particle <i>to</i>.</p> <p>2) When the meaning is active only the <u>Simple Infinitive Active</u> is used. When the meaning is passive <u>Participle II</u> is used. e.g. <i>I saw the fire slowly <u>conquered</u>.</i></p> <p>3) When the verb <i>to see = to understand</i>, it is followed by a <u>clause</u>, not by the construction. e.g. <i>I saw that he didn't realize the danger.</i></p> <p>4) <i>to see</i> and <i>to notice</i> <u>cannot</u> be followed by the verb <i>to be</i> in the OIC, the subordinate clause is used instead: e.g. <i>I <u>saw</u> that she <u>was</u> pale.</i></p> <p>5) When the verb <i>to hear = to</i></p>

		<p>learn, to be told, a clause or a gerund follows:</p> <p>e.g. <i>I hear that he left for the South (of his having left for the South).</i></p>
<p>Verbs of mental activity (<i>to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to prefer, etc.</i>)</p>	<p><i>I would prefer you not to complain all the time.</i></p> <p><i>I believe him to have no conscience at all.</i></p> <p><i>Everybody expected her to marry Peter.</i></p>	<p>1) After verbs of mental activity the <u>Perfect Infinitive</u> is used but seldom.</p> <p>e.g. <i>The doctor found <u>his heart to have stopped</u> two hours before.</i></p> <p>2) After the verbs to think, to consider, to find the infinitive of the verb <u>to be</u> can be omitted:</p> <p>e.g. <i>Everyone considered <u>her beautiful</u>.</i></p> <p><i>We found <u>the subject rather interesting</u>.</i></p>
<p>Verbs of order or compulsion and permission (<i>to make, to order, to get, to have, to require, to force, to cause, to let, to allow, etc.</i>)</p>	<p><i>The noise caused her to awaken.</i></p> <p><i>I cannot get her to finish her lessons.</i></p>	<p>If the object is expressed by a noun or pronoun denoting a <u>lifeless</u> thing or when the infinitive is <u>passive</u> we talk about the objective-with-the-infinitive <u>construction</u>. If the object is expressed by a noun or pronoun denoting a <u>living being</u> and the infinitive is active we find <u>two direct objects</u>.</p> <p>e.g. <i>Mr. Black ordered his car to be ready early in the morning.</i></p>

		<p>(OIC)</p> <p><i>He ordered Jack to <u>improve</u> the project. (two direct objects)</i></p> <p><i>She never allowed the name of Mr. Brown to pass her lips.</i></p> <p>(OIC)</p> <p><i>They only allow <u>me</u> to <u>write</u> a letter in two months. (two direct objects)</i></p> <p>However, this restriction does not apply to the verbs to suffer (неохоче дозволяти) and to have.</p> <p>e.g. <i>Mr. Dombey suffered Florence to play with Paul.</i></p> <p>(OIC) – Містер Домбі неохоче дозволив Флорес грати з Полем.</p> <p><i>I won't have you speak like that!</i></p> <p>(OIC)</p>
<p>Verbs of feeling and emotion (<i>to like, to dislike, to love, to hate, cannot bear, etc.</i>)</p>	<p><i>She couldn't bear him to go in for wrestling.</i></p> <p><i>I dislike you to talk like that.</i></p>	
<p>Verbs of wish and intention (<i>to want, to wish, to desire, to mean, to intend, to</i></p>	<p><i>I didn't mean you to learn this poem by heart.</i></p> <p><i>He intended me to go to</i></p>	

<i>choose</i> (=хотіти), etc.)	<i>India with him.</i>	
Verbs of declaring (<i>to pronounce, to declare, to report</i>)	<i>She declared him to be the most disobedient child ever.</i>	
Verbs of request (<i>to ask, to beg, to implore</i>)	<i>She begged him to stay.</i>	

2.3.2 The Subjective-with-the-Infinitive Construction (SIC)

The Subjective-with-the-Infinitive Construction (traditionally called the Nominative-with-the-Infinitive Construction) is a construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the nominative case.

The construction doesn't serve as one part of the sentence. The nominal element of the construction (a noun or a pronoun) has the function of the subject and the verbal element (the infinitive) forms part of a compound verbal predicate.

The Subjective-with-the-Infinitive Construction is used with the following groups of verbs in the Passive Voice:

Groups of verbs	Example sentences	Notes
Verbs of sense perception	<i>He was seen to cross the street.</i> <i>The girls were heard to laugh heartily.</i>	1) The verbs of sense perception in the passive form are followed by the to -infinitive. 2) If the <u>process</u> is stressed, Participle I is used: e.g. <i>He was seen</i>

		<i>crossing the street.</i>
Verbs of mental activity	<i>He is considered to be a kind man.</i> <i>We were always supposed to work on Saturdays.</i>	
Verbs of compulsion	<i>The child was made to go to bed early.</i>	The verb to make in the passive form is followed by the to -infinitive.
Verbs of order, request and permission	<i>He was ordered to go there right away.</i>	
Verbs of declaring	<i>He is said to be the best student.</i>	
Word-groups: <i>to be likely, to be sure, to be certain</i>	<i>He is sure to come soon.</i> <i>They are likely to be late.</i> <i>This fire is certain to produce panic soon.</i>	SIC cannot refer to the <u>future</u> action, except with the words <i>to expect, to be sure, to be certain, to be likely.</i>
Pairs of synonyms: <i>to seem – to appear;</i> <i>to happen – to chance;</i> <i>to prove – to turn out</i> in the Active Voice	<i>She seems to have spoken on the subject before.</i> <i>She turned out to be a good teacher.</i> <i>Yesterday we happened to meet her at the university.</i>	

2.3.3 The *for-to*-Infinitive Construction

This is the construction in which the infinitive is in predicate relation to a noun in the common case or a pronoun in the objective case introduced by the preposition *for*.

In translating this construction into Ukrainian a subordinate clause or an infinitive is used.

The *for-to*-infinitive construction is used where the doer of the action (or the bearer of the state), expressed by the infinitive, is different from that, expressed by the finite verb (the predicate).

e.g. *He longed to see the truth.*

He longed for me to see the truth.

The construction can have different functions in the sentence. It can be:

1. The subject (often with an introductory *it*)

e.g. *For me to go there was a disaster.*

It was difficult for him to do anything else.

2. Predicative (the construction is mostly used with the link verb *to be*)

e.g. *That was for him to find out.*

3. Complex object (functions as an object of both verbs and adjectives)

e.g. *He waited for her to speak.*

I am very anxious for him to go there with me.

4. Attribute

e.g. *There was no need for her to be economical.*

5. Adverbial modifier:

a) of purpose

e.g. *Jane paused for her brother to continue.*

b) of result

e.g. *He has said enough for me to get alarmed.*

It was too later for her to change her mind.

Note:

The expressions *to be sorry* and *to be glad* cannot be followed by the *for-to* infinitive constructions, because the infinitive is used after them only if the

subject of the sentence represents at the same time the doer of the action expressed by the infinitive. If the doer is different, the subordinate clause is used.

e.g. Compare: *I am glad to have got a ticket for the concert.*

I am glad to have seen you.

She was very sorry to have done a man wrong. (the doers are the same)

And: *I am glad (that) you got a ticket for the concert.*

I am glad you think so. (the doers are different)

III. THE GERUND

The gerund is a non-finite form of the verb which names a process or an action. It is formed by adding the suffix *-ing* to the stem of the verb and thus coincides in form with Participle I.

Like other non-finite forms of the verb the gerund has a double nature, i.e. it has verbal and nominal properties, it combines the features of the verb and of the noun.

The nominal character of the gerund manifests itself in 1) its syntactical functions and 2) partly in its combinability.

1. In the sentence the gerund can function in the same way as the noun, so it may be:

– **the subject:**

e.g. *Living together as man and wife seemed the most natural thing.*

– **a predicative:**

e.g. *That is letting them into secret.*

– **an object:**

e.g. *Imagine him having only just realised the cinema.*

2. a) Like a noun the gerund may combine with a preposition when used in the following functions:

– **an attribute:**

e.g. *The idea of going to him scared me.*

– **an adverbial modifier:**

e.g. *And you went without telling me anything.*

– **a prepositional object:**

e.g. *Were you thinking of turning her out?*

b) Like a noun the gerund can combine with a noun in the genitive case or a possessive pronoun when they denote the doer of the action expressed by the gerund:

e.g. *John's seeing him* like that was enough revenge for him.

He had a sudden vision of her standing in the kitchen.

c) Like a noun the gerund may combine with the negative pronoun **no**:

e.g. *There is no talking George into anything new, he is so conservative.*

The verbal character of the gerund manifests itself in 1) its syntactical and 2) morphological features.

I. The Syntactical Features of the Gerund

a) like a finite verb the gerund may be modified by an adverbial modifier:

e.g. *There can be no object in your staying in Paris now.*

b) like a finite verb the gerund of a transitive verb can take a direct object:

e.g. *Don did a period of reform school for pinching cigarettes.*

II. The Morphological Categories of the Gerund (the Forms of the Gerund)

The morphological categories of the gerund that manifest its verbal nature are 1) the category of voice for transitive verbs and 2) the category of tense. Thus there are four forms of the gerund for transitive verbs and two forms for intransitive verbs.

The Gerund	Active	Passive
Indefinite	seeing going	being seen –
Perfect	having seen having gone	having been seen –

1. The category of voice of the gerund has the same meaning as in the corresponding finite verb forms. It shows the direction of the action from the subject or to the subject.

Compare:

e.g. I avoid **seeing** him. – I avoid **being seen** by him.

e.g. I enjoy **reading** an English book before going to sleep. – Children enjoy **being read** to before going to sleep.

e.g. I wish we all discovered the joy of **forgiving** and **being forgiven**.

Note:

After the adjective **worth** and after some verbs, such as **to want, to need, to require** in the meaning of *номребувати*, **to deserve** in the meaning of *заслужувати*, **to bear** (always negative) in the meaning of *не витримувати* the active gerund is used in the passive meaning.

e.g. The book is **worth reading**.

The house **wants reconstructing**.

The windows **need cleaning**.

The floor **requires washing**.

The boy **deserves punishing**.

His opinions **won't bear repeating** in public.

2. The category of tense. The tense distinctions of the gerund are not absolute, but relative. In English two tense forms of the gerund are differentiated: **the Indefinite Gerund** and **the Perfect Gerund**.

The Indefinite Gerund	Translation	Comments
<i>He is surprised at seeing you here.</i>	Він здивований бачити тебе тут.	An action simultaneous with the present (is).
<i>He was surprised at seeing you there.</i>	Він був здивований, що бачив тебе там.	An action simultaneous with the past (was).
<i>He'll be surprised at seeing you here.</i>	Він буде здивований, якщо побачить тебе тут.	An action simultaneous with the future (will be).

The Perfect Gerund	Translation	Comments
<i>He is surprised at your seeing me.</i>	Він здивований, що ви побачили мене.	An action prior to the present (has seen).

<i>not having come.</i>	не прийшли.	present moment (is).
<i>He was surprised at your not having come.</i>	Він був здивований, що ви не прийшли.	An action prior to the past moment (was).
<i>He'll be surprised at your not having come.</i>	Він буде здивований, що ви не прийшли.	An action prior to the future moment (will be).

The perfect gerund always indicates priority while the meaning of the indefinite gerund may vary and depends to a great extent on the context, that is:

1) on the lexical meaning of the finite verb it refers to. The Indefinite gerund may denote priority when used after the following verbs: **to apologize, to forgive, to reproach, to excuse, to punish, to thank, to forget, to remember.**

e.g. *I don't remember ever seeing you.* – Я не пам'ятаю, щоб коли-небудь бачив вас.

I thank you for coming. – Дякую, що прийшли.

Excuse my interrupting you. – Вибачте, що перервала вас.

He apologized for bringing so many people with him. – Він вибачився за те, що привів так багато людей із собою.

The mother punished her child for telling her a lie. – Мама покарала дитину за те, що вона їй збрехала.

He'll never forgive your letting him down. – Він ніколи не пробачить тобі, що ти його підвів.

She couldn't forget visiting London. – Вона не могла забути, як їздила до Лондона.

He reproached me for not visiting them. – Він докоряв мені, що я не відвідав їх.

2) on the prepositions it combines with. The Indefinite Gerund may denote priority after the prepositions **on (upon), after, without.**

e.g. *She went away without seeing me.* – Вона пішла, не побачивши мене.

On turning round the corner he was surprised to see a new building.

– Повернувши за рiг, вiн зi здивуванням побачив нову будiвлю.

After reading the poem twice she could recite it. - Прочитавши вiрш двiчi, вона могла декламувати його напам'ять.

Note:

In all the above cases the priority is not stressed. It is of no importance to emphasize it. But if the priority needs to be emphasized, the Perfect Gerund is used.

e.g. *I don't remember having ever seen you before.* – Я не пам'ятаю, щоб коли-небудь бачив вас ранiше.

She apologized for having caused so much trouble. – Вона вибачилась за те, що спричинила так багато клопотiв.

After having travelled all over the world for so many years he settled down in the suburbs of London. – Пiсля багатьох рокiв подорожей по всьому свiту вiн оселився у передмiстi Лондона.

The Indefinite Gerund can also denote an action referring to the future:

a) after some verbs: ***to hope, to look forward, to suggest, to insist, to object, to think, to intend, to plan***

e.g. *We intend travelling round Europe in June.* – В червнi ми збираємось поїхати у подорож по Європi.

We're looking forward to travelling round Europe. – Ми з нетерпiнням чекаємо подорожi по Європi.

I don't object to your going on a trip to Europe. – Я нiчого не маю проти того, щоб ви вирушили у подорож по Європi.

I suggest writing him a letter. – Пропоную написати йому листа.

We're not planning taking our exams in May. – Ми не плануємо складати iспити у травнi.

b) after the nouns ***intention, plan, hope***:

e.g. *I have no intention of visiting the man again in the near future.* – Я не збираюсь знову вiдвiдувати цього чоловiка у найближчому майбутньому.

There's no hope of seeing him again. – Немає надії побачити його знову.

c) after the adjective **keen**:

e.g. *My mother is keen on my marrying a good man.* – Мама дуже хоче, щоб я вийшла заміж за хорошого чоловіка.

d) after the preposition **before**:

e.g. *You must have some rest before taking exams.* – Тобі потрібно відпочити перед іспитом.

The Indefinite Gerund may also have no time reference or may refer to no particular time.

e.g. *There's no use crying over spilt milk.* – Втраченого не повернеш.

Growing flowers is a pleasant occupation. – Вирощування квітів – приємна справа.

3.1 PREDICATIVE CONSTRUCTIONS WITH THE GERUND (GERUNDIAL COMPLEXES)

In the sentence the gerund can perform any syntactical function typical of a noun. When used like a noun it may function

a) alone (a single gerund):

e.g. *I like swimming.*

But the single gerund occurs very seldom.

b) as the head word of a gerundial phrase (that is a gerund accompanied by words referring to it). A gerundial phrase functions as one indivisible part of the sentence.

e.g. *I like swimming in the sea.*

c) as part of a gerundial construction. A gerundial construction is a syntactical unit consisting of a nominal element (a noun or a pronoun) and a verbal

element (a gerund). The gerund is in predicate relation to the noun or pronoun (the nominal element of the construction), i.e. in the construction the gerund denotes an action performed by or to the person or non-person expressed by the nominal element. Thus the relations between the elements of the construction resemble those between the subject and the predicate of the sentence, that's why the gerundial construction is used when the doer of the action of the gerund does not coincide with the subject of the sentence.

e.g. *She hadn't known how much she had missed **Jake's supporting her** these two last years.*

Like a gerundial phrase a gerundial construction functions as the indivisible part of the sentence.

The Nominal element of the gerundial construction may be expressed by:

A Living Being	A Lifeless Thing
<p>1. by a noun in the possessive (genetive) case: e.g. <i>It's bad enough Richard's failing at the examination.</i></p> <p>2. by a possessive pronoun: e.g. <i>The morning passed without my making any decision.</i></p> <p>3. by a noun in the common case: a) when the doer of the action is emphasized: e.g. <i>He denied Mary having done this on purpose.</i> b) when the nominal element consists of 2 or more nouns: e.g. <i>I insist on Mary and Kate</i></p>	<p>1. _____</p> <p>2. by a possessive pronoun: e.g. <i>He insisted on its (the telegram) being delivered without delay.</i></p> <p>3. by a noun in the common case: e.g. <i>The carrying out of these plans depends on the documents being signed in time.</i></p>

<p><i>passing their vacation at a rest-home.</i></p> <p>c) when the noun has a post-modifying attribute: e.g. <i>I can't think of a man of talent composing such music.</i></p> <p>4. by a pronoun in the genitive case: e.g. <i>Do you mind them coming too?</i></p>	<p>4. by pronouns: all, this, that, both, each, something e.g. <i>Again Michael was conscious of something deep and private stirring within himself.</i></p>
---	--

When the Nominal element is expressed by a noun in the genitive case or possessive pronoun, then the construction is **gerundial**.

e.g. *I remember Mary's telling me that.* – the action is emphasized.

When the Nominal element is expressed by a noun in the common case or pronoun in the objective case – it is a **half-gerundial** construction.

e.g. *I remember Mary telling me that.* – the doer of the action is emphasized.

3.2 SYNTACTICAL FUNCTIONS OF THE GERUND

Due to its nominal features the gerund in the sentence (that is, single gerund, or a gerundial phrase, or a gerundial construction) may perform all the functions typical of a noun. Thus the gerund may be used as the subject, the predicative, the direct object, the prepositional object, the attribute. When combined with a preposition it can, like a noun, perform the function of an adverbial modifier. When the gerund manifests its verbal features it may function as part of a compound verbal predicate.

So the gerund may have the following syntactical functions:

- 1) the subject;

- 2) the predicative;
- 3) part of a compound verbal modal predicate;
- 4) part of a compound verbal aspect predicate;
- 5) the object (direct and prepositional);
- 6) the attribute;
- 7) the adverbial modifier (the adverbial).

Functions	Prepositions	Examples
<p>Subject (usually front position, sometimes – postposition, in sentences with an introductory it, where the predicate is <i>to be(of) no use (no good, useless), to make all the (no) difference</i>); or there is...</p>	<p>–</p>	<p><i>Translating</i> <i>such texts is rather difficult.</i></p> <p><i>It is no use translating this text without a dictionary.</i></p> <p><i>If you want to help me, it's no use beating about the bush.</i></p> <p><i>It will make no difference your being quiet.</i></p> <p><i>There was no mistaking the expression on her face.</i></p> <p>Note: The Gerund would NOT occur after “important” and “necessary”.</p>

<p>Predicative</p> <p>1) part of a compound nominal predicate</p> <p>2) part of a compound verbal predicate:</p> <p>a) modal (<i>intend, cannot help, etc.</i>)</p> <p>b) aspect (<i>go on, keep on, burst out, give up, cease, leave off, continue, etc</i>)</p>	<p>–</p> <p>like</p>	<p>1) <i>John's hobby is collecting all sorts of bugs and butterflies.</i></p> <p>2 a) <i>We intend going to Switzerland.</i></p> <p>b) <i>They kept on arguing.</i></p> <p><i>Your health will improve as soon as you give up smoking.</i></p> <p>3) <i>Do you feel <u>like</u> going for a walk?</i></p> <p><i>I don't feel <u>like</u> going to bed yet.</i></p> <p>Note: a gerundial predicative construction cannot form part of a compound verbal predicate.</p>
<p>Object 1) Direct</p> <p><i>Also:</i> after verbs taking an object and an objective predicative the gerundial phrase or construction is preceded by an introductory object it.</p> <p>2) Prepositional</p> <p>Note: predicative constructions with the gerund form a complex object as they consist of two distinct elements.</p>	<p>1) – (+adj worth)</p> <p>2) of, about, on, in, for, from, at, to etc.</p>	<p>1) <i>He suggested going to the museum.</i></p> <p><i>I'm sorry that I missed seeing you!</i></p> <p><i>I find the book worth reading.</i></p> <p><i>Also: I find it strange our going with you.</i></p> <p><i>I think it no use</i></p>

		<p><i>your (you) arguing about trifles.</i></p> <p>2) <i>He insisted <u>on</u> going home.</i></p> <p><i>She was not conscious <u>of</u> having shown any special interest in him.</i></p>
<p>Attribute (modified nouns, mainly abstract ones, always preceded by a preposition) May precede the noun it modifies in phrases bordering on a compound noun (without a preposition)</p>	<p>of, about, in, at, for, to</p>	<p><i>There is a chance <u>of</u> catching the train.</i></p> <p><i>The idea <u>of</u> him being in Paris was not a pleasant one.</i></p> <p><i>Imagine his surprise <u>at</u> seeing me.</i></p> <p><i>The barometer is an instrument <u>for</u> measuring the pressure of the air.</i> (expresses the purpose of the thing mentioned)</p> <p><i>A dancing master, a diving suit, a reading lamp, a working method, a writing career, a swimming</i></p>

		<i>pool, a walking stick.</i>
Adverbial modifier of a) time (characterizes the verb from the viewpoint of priority, simultaneity or posteriority)	after, before, on/upon, in, since, at	<i>She looked at him steadily <u>before</u> answering.</i> <i>One day, <u>on</u> returning to his hotel, he found a note in his room.</i> <i>I had had a lot of thoughts <u>since</u> leaving the office.</i> <i>Clare turned <u>at</u> hearing the footsteps.</i>
b) purpose	for, for the purpose of, for the object of, with a view to	<i>One side of the gallery is used <u>for</u> dancing.</i> <i>They took her to the station <u>for</u> questioning.</i> <u>With a view to</u> improving his ability to speak French , he spends most of his holidays in France. <i>Did you come to London <u>for the purpose of seeing your family</u> or for some other purpose?</i>

<p>c) reason (cause)*</p>	<p>because of, for, from, for fear of, on account of, due to, through, owing to</p>	<p><i>So you see I couldn't sleep <u>for</u> worrying.</i></p> <p><i>We lost ourselves <u>through</u> not knowing the way.</i></p> <p><i>I dared not attend the funeral <u>for</u> fear of making a fool of myself.</i></p> <p><i>He felt better <u>for</u> having written the letter.</i></p>
<p>d) manner</p>	<p>by, without or in</p>	<p><i>You will achieve a lot <u>by</u> telling the truth.</i></p> <p><i>She dressed <u>without</u> making a sound.</i></p> <p><i>The day was spent <u>in</u> packing.</i></p>
<p>e) attendant circumstances*</p>	<p>without, besides, instead of</p>	<p><i>He went away <u>instead</u> of working.</i></p> <p><i>They danced <u>without</u> speaking.</i></p> <p><i>The door opened <u>without</u> having been knocked on.</i></p> <p><i>Mr K. was on the Guards Reserve <u>besides</u> being in the police.</i></p>

f) condition	without, but for, in case of, in the event of	<p><i>He won't go <u>without</u> saying good-bye.</i></p> <p><i><u>But for</u> meeting John, I wouldn't have become an actress.</i></p> <p><i>I won't be long <u>in case of</u> going there myself.</i></p> <p><i>He asked his sister to look after his children <u>in the event of</u> his falling ill.</i></p>
g) concession	in spite of, despite	<p><i><u>In spite of</u> being busy, she managed to translate the text.</i></p> <p><i>I'm glad it's all turned out well <u>despite</u> your going behind my back.</i></p>
h) comparison	–	<p><i>The country is much better for you than working in the hot city all summer.</i></p>

* In these cases **Perfect Gerund** may occur

3.2.1 Functions of the gerund. Prepositions

The Prepositional Object

As the prepositional object the gerund may follow 1) verbs 2) adjectives and statives 3) Participle II.

1) verbs

Verbs	Preposition	Examples
to agree to object to look forward to take to confess	to	<i>I agree to your going there alone.</i> <i>I'm looking forward to his leaving.</i>
to hear to learn to think to dream to suspect (smb) to accuse (smb) to approve to speak to take care to take advantage to miss the opportunity	of	<i>He was suspected of having stolen the money.</i> <i>I've heard of the water mill being used.</i> <i>She dreamed of somehow being able to do something for her father.</i> <i>Were you thinking of turning her out?</i>
to persist to succeed to consist to assist to help to result	in	<i>He will persist in smoking though he is unwell.</i> <i>He succeeded in finishing his thesis.</i> <i>She assisted (helped) her husband in building the house.</i>

to believe to participate		
to depend to rely to count to insist to congratulate	on	<i>Don't rely on me helping you with this job.</i> <i>We can't count on the weather being fine.</i>
to prevent to stop to discourage to keep to prohibit	from	<i>I had to bite my lip to prevent myself from laughing.</i> <i>They couldn't stop him from doing stupid things.</i>
to warn to decide	against	<i>It was too hot and Ann decided against going to the south.</i> <i>My friend warned me against doing business with this firm.</i>
to thank to blame to praise to punish to reproach to sentence to appologize to care to forgive	for	<i>You can't blame people for misinterpreting you.</i> <i>You should be punished for driving carelessly.</i> <i>The old lady thanked me for helping her across the road.</i>
to feel	like	<i>I don't feel like going out tonight.</i>
to complain to dream to talk	of / about	<i>My sister is always complaining of / about being insulted by one of her classmates.</i>

to think		
----------	--	--

2) adjectives and statives

Adjectives / statives	Preposition	Examples
(to be) afraid / scared / terrified aware / unaware conscious / unconscious capable fond ignorant proud sick sure confident critical guilty	of	<i>She is capable of getting into trouble to spite me.</i> <i>I was affraid of John's having an accident.</i> <i>He is unconscious of having given her the slightest ground for offence.</i> <i>Sid is sick of hearing about your sulks every time he comes home.</i>
(to be) clever good / bad indignant	at	<i>My mother is good at cooking.</i>
(to be) responsible suitable famous important necessary ready sufficient	for	<i>You are responsible to your mother for keeping the house tidy.</i>
(to be) sorry		<i>We are sorry about having missed</i>

angry right serious wrong honest (in)	about	<i>the performance.</i>
(to be) keen	on	<i>She is keen on John passing this examination.</i>
(to be) successful busy	in	<i>I am very busy in preparing this report for my younger sister.</i>
(to be) careful certain glad positive	of / about	<i>Be careful of using the words, she might get offended.</i>

3) Participle II

Participle II	Preposition	Examples
annoyed pleased displeased	with / at	<i>She was displeased with / at being introduced to her own niece.</i>
indignant shocked surprised astonished disappointed	at	<i>The secretary was disappointed at not getting the pay rise he had hoped for. The policeman was surprised at the prisoner having admitted his guilt.</i>
excited worried	about	<i>Debbie is really excited about going abroad for the first time.</i>
accustomed used devoted	to	<i>He was too used to receiving practically nothing for his books.</i>

committed		
absorbed engrossed engaged interested experienced	in	<i>Time passes quickly when you are absorbed in reading a good book.</i> <i>He was so engrossed in watching the game that he didn't notice the cold.</i>
tired scared	of	<i>He could also be scared of getting involved in the project.</i>
bored	with	<i>I'm bored with waiting here doing nothing.</i>

The Attribute

As the attribute the gerund is most often preceded by a preposition, mostly by the preposition *of*, though some other prepositions may be used as well. It generally modifies abstract nouns.

The Noun	Preposition	Examples
chance custom effort experience fear feeling gift habit hope idea importance intention manner means	of	<i>He has a chance of gaining the office in this election year.</i> <i>There is no necessity of saying it to you.</i> <i>I was enjoying the experience of working with my colleagues.</i> <i>He had no hope of seeing his girlfriend next week.</i> <i>I am against the idea of feeding babies at any time they cry.</i> <i>She didn't like his habit of smoking a cigar after dinner.</i>

<p>method necessity pleasure possibility problem (for the) purpose right risk sign sound trouble way</p>		
<p>apology excuse explanation instruction plan preparation reason</p>	for	<p><i>He was full of apologies for having hurt her.</i></p> <p><i>There was no excuse for missing so many classes.</i></p>
<p>difficulty experience harm hesitation interest sense skill use</p>	in	<p><i>I admire his remarkable skill in carving.</i></p> <p><i>They had no hesitation in describing the situation as ridiculous.</i></p>
<p>astonishment disappointment</p>	at	<p><i>Imagine my surprise at seeing him at the conference.</i></p>

surprise		
objection	to	<i>They ignored thier parents' objection to selling their old car.</i>

3.2.2 Rendering the Gerund into Ukrainian

The gerund may be rendered into Ukrainian by an infinitive, a noun, or a subordinate clause:

e.g. *They got into the habit of going to the cinema together.* – Вони звикли **ходити** у кіно разом.

Learning rules without examples is useless. – **Завчання** правил без прикладів – марна справа.

Don't you remember meeting me in Lviv? – Хіба ви не пам'ятаєте, **що зустрічали мене** у Львові?

When the gerund is used as an adverbial modifier it is often rendered into Ukrainian by “дієприслівник”.

e.g. *On returning home I saw the doctor there.* – **Повернувшись додому**, я побачив у себе лікаря.

Gerundial complexes are usually rendered into Ukrainian by subordinate clauses:

e.g. *You may rely on my setting matters right.* – Ви можете розраховувати на те, **що я все владнаю**.

Excuse my interrupting you. – Пробачте, **що я вас перебиваю**.

I insist on your going there immediately. – Я наполягаю на тому, **щоб ви пішли туди негайно**.

You will discuss it after my leaving. – Ви це обговорите після того, **як я піду**.

3.3 THE GERUND AND THE INFINITIVE

The gerund and the infinitive have much in common since they both have some nominal and some verbal features. However, in the infinitive the verbal nature is more prominent, whereas in the gerund the nominal one.

The basic difference in their meaning is that the gerund is more general, whereas the infinitive is more specific and more bound to some particular occasion. When they combine with the same verb the difference in their meaning is quite often considerable.

There are some verbs that are followed **only by the infinitive** (or a (pro)noun + infinitive). They are:

to appear	to fail	to persuade
to arrange	to forbid	to prepare
to ask	to force	to promise
to authorize	to guarantee	to refuse
to beg	to happen	to remind
to care	to hire	to request
to cause	to hope	to seem
to challenge	to impel	to struggle
to claim	to implore	to swear
to consent	to induce	to teach
to command	to instruct	to tell
to compel	to invite	to tend
to convince	to know how	to train
to dare	to leave	to urge
to decide	to learn	to volunteer
to demand	to let	to wait
to deserve	to manage	to want
to direct	to oblige	to warn

to encourage to expect	to offer to order	to wish would like
---------------------------	----------------------	-----------------------

There are some verbs that are followed **only by the gerund**. They are:

to admit to anticipate to appreciate to avoid to be worth to burst out can't help to complete to consider to delay to deny to detest to dislike to discuss to enjoy to escape	to excuse to explain to fancy to feel like to finish to forgive to get through to give up to go on to imagine to involve to keep (on) to leave off to loathe to look like to mention	to mind to miss to pardon to postpone to practice to put off to quit to recall to recollect to resent to resist to risk to suggest to tolerate to understand
--	---	--

There are some verbs that may be followed **either by the infinitive or by the gerund** with some or without almost any difference in their meanings.

to advise (can) afford to agree to allow to attempt	to dread to fear to forget to hate to hesitate	to permit to prefer to pretend to propose to recommend
---	--	--

to begin	to intend	to regret
can't bear	to (dis)like	to remember
can't stand	to love	to require
to cease	to mean	to start
to choose	to need	to stop
to continue	to neglect	to threaten
	to plan	to try

The verbs that may be followed either by the **gerund** or by the **infinitive** but with the difference in meaning are the following:

The Infinitive	The Gerund
<p>1) remember, forget, regret</p> <p>The infinitive refers to things that happen <u>after</u> remembering, etc.</p> <p>Remember + an infinitive = remember what one has to do e.g. <i>Please, remember to close the windows before you go out.</i></p> <p>Forget + an infinitive = forget what one has to do e.g. <i>He won't forget to send the fax.</i></p> <p>Regret + an infinitive = be sorry for what one is going to say (usually with the infinitives <i>to say, to tell, to inform</i>) e.g. <i>We regret to tell you that the</i></p>	<p>1) remember, forget, regret</p> <p>The gerund refers to things that took place earlier (<u>before</u> the remembering, etc).</p> <p>Remember + a gerund = remember what one has done or what has happened e.g. <i>I remember seeing you once.</i></p> <p>Forget + a gerund = forget what one has done, or what has happened e.g. <i>I'll never forget answering at my entrance examination.</i></p> <p>Regret + a gerund = be sorry for what has happened</p>

<i>situation is deteriorating.</i>	e.g. <i>We regretted coming to the party.</i>
2) try + an infinitive = to attempt an action, to make an <u>effort</u> e.g. <i>I'm trying to find Nick's phone number.</i>	2) try + a gerund = to test (by making an <u>experiment</u>), do sth that might solve the problem e.g. <i>Why don't you try boiling that?</i>
3) mean + an infinitive = to intend an action, to do deliberately e.g. <i>I meant to meet him, it wasn't by chance.</i>	3) mean + a gerund = to make another action necessary, to involve e.g. <i>I'm applying for a visa. It means filling in this form.</i>
4) stop + an infinitive = to stop so that you can do something (the infinitive in this case is an adverbial modifier or purpose) e.g. <i>On the way home I stopped to buy some food.</i>	4) stop + a gerund = to end an action, to finish doing something (the gerund in this case is part of a compound verbal aspect predicate) e.g. <i>It has stopped raining, the sun is shining brightly again.</i>
5) go on + an infinitive = to do something different, to do the next thing e.g. <i>We took out the weeds and went on to plant the flowers.</i>	5) go on + a gerund = to continue doing e.g. <i>Though it was already dark, we went on digging.</i>
6) need + an infinitive = have to do e.g. <i>Alan needs to get early tomorrow. He is flying abroad.</i>	6) need + a gerund = needs to be done e.g. <i>The grass needs cutting. It has grown too long.</i>
7) be afraid + an infinitive = dare not do something	7) be afraid + a gerund = not to want to do something for some reason, because sth may happen

<p>e.g. <i>I'm afraid to disturb him at this late hour</i> (I daren't disturb him).</p>	<p>e.g. <i>I can't play the piano now as I'm afraid of disturbing him</i> (I don't want to play as the noise might disturb him).</p>
<p>8) be ashamed + an infinitive usually refers to a subsequent action e.g. <i>I'm ashamed to tell you what this carpet cost.</i></p> <p>Would be ashamed + an infinitive often implies that the subject's feelings (will) prevent him from performing the action e.g. <i>I'd be ashamed to ask for help.</i> (So I won't / wouldn't ask)</p>	<p>8) be ashamed of + a gerund (be ashamed of yourself etc. for + a gerund) refers to a previous action e.g. <i>You should be ashamed of lying to him.</i></p> <p><i>You should be ashamed of yourself for lying to him.</i></p>
<p>9) be sorry + an infinitive = regret/sadness e.g. <i>I'm sorry to hear that you've been ill.</i></p> <p>When the action expressed by the infinitive is involuntary, the two actions are almost simultaneous. e.g. <i>I was sorry to see him looking so ill</i> (When I saw him ... I was sorry).</p> <p>When the infinitive refers to a deliberate action, be sorry is the earlier of the two actions and is then very similar to regret. e.g. <i>I'm sorry to inform you that there has been an accident.</i></p>	<p>9) be sorry for + a gerund = apologize/regret e.g. <i>I'm sorry for making such a noise last night.</i></p> <p>The gerund usually refers to a previous action but can refer to an immediately following action (though in the latter case the infinitive is preferable).</p>

<p>10) propose + an infinitive = intend e.g. <i>I propose to start tomorrow.</i></p>	<p>10) propose + a gerund = suggest e.g. <i>I propose waiting till the police get here.</i></p>
<p>11) like + an infinitive = choose to ..., think it right to e.g. <i>I didn't like to speak on the subject, so I cancelled the interview.</i></p> <p>would like/love/prefer/hate + an infinitive e.g. <i>I'd love to ask you a question.</i> <i>Would you like to see the doctor at once or would you prefer to wait?</i></p>	<p>11) like + a gerund = enjoy e.g. <i>I don't like swimming.</i> <i>Her father didn't like being given such orders.</i></p>
<p>12) allow, advise, forbid, permit + an infinitive is used with a personal object, when we say who is allowed, advised, etc. e.g. <i>We don't allow (permit) visitors to smoke in the restaurant.</i></p>	<p>12) allow, advise, forbid, permit + a gerund is used when there is no personal object e.g. <i>We don't allow (permit) smoking in this restaurant.</i></p>
<p>13) With the verbs love, hate, prefer there is not much difference between the two structures. e.g. <i>I love to swim in the sea. – I love swimming in the sea.</i></p>	
<p>The infinitive is preferable if we are referring to one particular occasion e.g. <i>I hate to mention it, but you are standing on my foot.</i></p>	<p>The gerund is more appropriate to a general statement e.g. <i>I hate hurting other peoples' feelings.</i></p>
<p>14) begin, start + an infinitive is preferable when action is more specific</p>	<p>14) begin, start + a gerund is preferable when the action is more</p>

<p>e.g. <i>She went over to the piano and began to sing.</i></p>	<p>general e.g. <i>She began singing when a child.</i> Note: No gerund is used a) when the finite verb is in the continuous form: e.g. <i>He is beginning to study French.</i> b) with the verbs <i>to understand, to see</i> (in the meaning of <i>to understand</i>): e.g. <i>He began to understand how it was done.</i> c) when the subject denotes a thing, not a living being: e.g. <i>The doors began to creak.</i></p>
---	---

The action of the infinitive often refers to the subject of the sentence, whereas the action of the gerund used in the same connection is not necessarily associated with the agent expressed by the subject of the sentence, but may also refer to some other agent:

e.g. *She **doesn't like trifling** with serious things* (either herself or when somebody else does it).

*She **doesn't like to trifle** with serious things* (= herself).

3.4 THE GERUND AND THE VERBAL NOUN

The gerund should not be confused with the verbal noun, which has the same suffix *-ing*. The verbal noun has only a nominal character.

The distinctive features of the gerund are its verbal morphological categories and its verbal combinability. The distinctive features of the verbal noun are its nominal category of number and its noun combinability.

The main points of difference between the gerund and the verbal noun are as follows:

The Gerund	The Verbal Noun
<p>1. The gerund has no plural form: e.g. <i>I rely on him coming in time.</i> <i>I rely on them coming in time.</i></p>	<p>1. The verbal noun may be used in the plural: e.g. <i>But all the sayings, and doings and thinkings, being unknown to Mr. Smith, affected him not in the least.</i></p>
<p>2. The gerund has tense and voice forms: e.g. <i>He didn't remember ever having seen her in black.</i> <i>She couldn't bear being read to any longer.</i></p>	<p>2. The verbal noun has neither tense nor voice distinctions.</p>
<p>3. The gerund doesn't combine with an article: e.g. <i>The rain showed no sign of stopping.</i></p>	<p>3. The verbal noun may be used with an article (definite or indefinite): e.g. <i>He was interrupted by the ringing of the telephone.</i></p>
<p>4. The gerund can be modified by an adverb: e.g. <i>I was tired of sitting still in the library through whole long morning.</i></p>	<p>4. The verbal noun can be modified by an adjective: e.g. <i>The early coming of spring has always made me a bit happier.</i></p>
<p>5. The gerund of transitive verbs can take a direct object: e.g. <i>He received so many letters that he had given up reading them.</i></p>	<p>5. The verbal noun cannot take a direct object; it takes a prepositional object: e.g. <i>The getting of Sophia's ticket to Bursley occupied them next.</i></p>

It is difficult sometimes to differentiate between a gerund and a verbal noun in cases when an *-ing* form is used as a single word without any modifiers or with such modifiers that may occur with both the gerund and the verbal noun, e.g. ***His coming*** was unexpected / ***His acting*** was perfect. In such cases the meaning of the form should be taken into account. Thus a gerund suggests a process, an activity, whereas a verbal noun denotes a kind of occupation (*skating* compared to hockey), an art form (*acting, painting*), a branch of knowledge (*engineering*).

IV. THE PARTICIPLE

The Participle is a non-finite form of the verb which has a double nature: it is a verbal adjective (it has a verbal and adjectival character) or it is a verbal adverb (it has a verbal and adverbial character).

There are two participles in English – Participle I and Participle II, traditionally called the Present Participle and the Past Participle though they differ in voice rather than in tense. Participle I is formed by adding the suffix *-ing* to the stem of the verb and Participle II is formed by adding the suffix *-ed* to the stem of the regular verbs, while the irregular verbs have special forms of Participle II.

4.1 PARTICIPLE I

I. The **adjectival** and **adverbial** character of the participle is manifested in its syntactic functions of an **attribute** and **adverbial modifier**.

e.g. *Britain is an **ageing** society* (attribute).

*When **left** to herself, she spent her time at her writing desk* (adverbial modifier of time).

II. The **verbal characteristics** of the Participle are as follows:

1. Participle I of a transitive verb can take a **direct object**:

e.g. ***Reading English books**, he finds interesting expressions.*

2. Participle I can be modified by an **adverb**:

e.g. ***Knowing English well**, he had no difficulty in translating the article.*

***Deeply moved**, she stood up and left the room.*

***Rising early**, you'll make your days longer.*

3. Participle I has **tense** distinctions; Participle I of transitive verbs has also **voice** distinctions.

	Active	Passive
Indefinite	writing falling	being written –

Perfect	having written	having been written
	having fallen	–

The tense distinctions of the Participle I

The tense distinctions of the participle (like those of the finite verb) are not absolute but relative: the form of the participle doesn't show whether the action it denotes refers to the present, past or future; it shows only whether the action expressed by the participle is simultaneous with the action expressed by the finite verb or is prior to it.

1) **Participle I Indefinite Active and Passive** denotes an action simultaneous with the action expressed by the finite verb. The time-reference of the action expressed by Participle I depends on the tense-form of the finite verb. Its forms denote simultaneous actions in the present, past or future.

e.g. *Not having a ticket, I can't go to the concert now.* (Present reference)

Not having a ticket, I couldn't go to the concert yesterday. (Past reference)

Not having a ticket, I won't be able to go to the concert tomorrow. (Future reference)

2) **Participle I Perfect Active and Passive** denotes an action prior to the action expressed by the finite verb. Its forms denote priority to a present, past or future action.

e.g. *Having learnt the basics of English, our students start learning German.*

Having learnt the basics of English, we started learning German.

Having learnt the basics of English, I'll start learning German.

Note:

- a) A prior action is not always expressed by **the Perfect Participle**. **Participle I Indefinite** is used even when priority is meant with some verbs of sense perception and motion, such as: *to see, to hear, to come, to*

enter, to arrive, to leave, to look, to turn, to seize, to grasp, to put, to put on, to take, to take off, to open, to close, to pass, to cross etc.

e.g. *Hearing footsteps below, he rose and went to the top of the stairs.* – Почувши кроки внизу, він встав і вийшов на сходи.

Turning the corner, you'll see the house you are looking for. – Повернувши за рогом, ви побачите будинок, який шукаєте.

Taking off our shoes, we tiptoed into the nursery. – Знявши взуття, ми навшипиньках пройшли до дитячої кімнати.

- b) **Participle I Perfect** of the same verbs is used when there is a lapse of time between the two actions, or when the action denoted by the participle is durative:

e.g. *Seeing Jane, I rushed to greet her.*

Having seen the girl only once, I didn't recognize her.

Not having seen her for a long time, I didn't recognize her.

- c) Sometimes the **Perfect Participle** is used to emphasize priority:

e.g. *Her husband, finding the right key, fits it into the lock of the bureau.*

Having found the place he sought, Bateman sent in his card to the manager.

- d) **Participle I Indefinite** may denote a posterior action, immediately following the first action, forming its part or being its result:

e.g. *She left the room, banging the door shut.* = She left the room and banged the door shut.

John fell, hurting his knee. = John fell and hurt his knee.

- e) There may be a lapse of time between the first and the second (posterior) action. This is evident from the context.

e.g. *I then hired a car and went home, arriving just before twelve o'clock.*

We left at dawn, returning late.

- f) **Participle I Indefinite** denoting a prior action usually precedes the predicate verb. When it denotes a posterior action, it always stands after the predicate verb.

The voice distinctions of the Participle I

Participle I of transitive verbs has special forms to denote the active and the passive voice.

e.g. When **writing** letters, he does not like to be disturbed.

Being written in pencil, the letter was difficult to make out.

Having written some letters, he went to post them.

Having been written long ago, the manuscript was illegible.

The participle may lose its verbal character and become adjectivised. Thus, some participles can quite often be classified as adjectives: *He is **boring** / I am **bored**. It's an **interesting** article. / I'm **interested** in art.* In such cases **Participle I** is used when the noun it modifies performs or is responsible for an action. **Participle II** is used as an adjective when the noun it modifies is the receiver of an action.

When it loses its verbal character, Participle I may be modified by adverbs of degree used with adjectives, such as *very, so, too* as in *very (greatly, exceedingly etc.) amusing, too boring, most exciting*.

In the sentence the participle may occur:

a) as a single participle, without accompanying words:

e.g. *She went away **smiling**.*

b) in phrases (as a participial phrase), i.e. with one or several accompanying words:

e.g. ***Having finished my lessons**, I went home.*

c) in predicative constructions, i.e. constructions consisting of two elements / components: a nominal element (noun or pronoun) and a verbal element (Participle I / Participle II); the verbal element stands in predicate relation to the nominal element, i.e. in the relation similar to that between the subject and the predicate of a sentence. In most cases predicative constructions form syntactic units, serving as one part of the sentence.

e.g. I saw **him walking** down the street.

The rain having ruined my hat, I had to buy a new one.

Note:

In written English, it is usual to move from the familiar (the current topic) to the new and to be economical with words and avoid repetition. Participial and infinitive constructions help us achieve these goals.

e.g. Because Marion didn't have a degree, she was the only one who wasn't offered a permanent contract. = **Not having a degree**, Marion was the only one not to be offered a permanent contract.

4.1.1 Syntactical Functions of Participle I

As part of the sentence **Participle I** may stand alone, be a part of a participial phrase or a participial construction. It may function as an attribute, an adverbial modifier, a predicative, a part of a complex object, a part of a compound verbal predicate and parentheses.

Functions of **Participle I** in a sentence are the following:

1. Attribute:

Participle I Indefinite Active in attributive position usually precedes the noun it modifies, but a participial phrase follows the noun it modifies.

e.g. I looked at the **smiling child**.

The **girl standing at the window** is my sister.

I found myself in an **embarrassing situation** last night.

The **man living upstairs** is very noisy.

Note1:

Participle I Perfect Active and **Passive** is **not** used as an **attribute** because it cannot express priority. In this case the attributive clause should be used.

e.g. The man *who came yesterday* is my friend.

The children *who had been playing in the garden* went home.

I addressed the woman *standing on the porch* (**simultaneous action**). – The woman *who had been standing* on the porch went into the house (**prior action**).

Note 2:

We can't use **Participle I** when we talk about a single completed action in the defining relative clause, rather than a continuous action.

e.g. *They stumbled on the snow **turning** to icy water.*

The thief who took her bag has been arrested. (single completed action; we can't use here: *The thief taking her bag was arrested.*)

Note 3:

In formal English, **that** and **those** can be used before a participle attribute:

e.g. *Here is some advice for those preparing to go on holiday.*

We were able to speak to all students except those working in the laboratory.

2. Adverbial modifier:

a) of time:

e.g. ***Opening his eyes**, the baby began to cry.*

***Having thrown** the letter into the fire, he left the room.*

***Returning** to London, he threw himself into the work.*

***Having finished** her work, she went home.*

- We use **Participle I Indefinite** to talk about something that takes place at the same time or very close in time to the action expressed by the predicate:

e.g. ***Putting on a serious face**, she began to tell a story.*

- **Participle I Indefinite** of the verbs of motion (*to come, to walk, to go*), position in space (*to sit, to lie, to stand*), sense perception (*to see, to hear, to look out*) is used to denote prior action:

e.g. *Anna, **hearing his steps**, ran to the foot of the stairs to meet him.*

- Sometimes we can use either **Participle I Indefinite** or **Participle I Perfect** with similar meanings, although using **Participle I Perfect** emphasizes that something is completed before the action expressed by the predicate begins:

e.g. *Taking off his shoes*, Ray walked into the house.

Having taken off his shoes, Ray walked into the house.

- If the action described is relatively long compared with the one described by the finite verb, we use a Participial phrase with **Participle I Perfect**:

e.g. *Having driven four hours to the meeting*, Don learnt that it had been postponed.

- If the action expressed by **Participle I Indefinite** is simultaneous with the action expressed by the finite verb, the conjunction *when* or *while* is often used:

e.g. *When going home*, I met my friend.

He felt horrible while telling that.

- **Participle I Indefinite** of the verb “*to be*” is **not** used as an adverbial modifier of time. Clauses of the type “*Коли він був дитиною ...*” may be translated “*When a boy ...*” or “*When he was a boy ...*”:

e.g. *When a boy*, he liked to play tennis.

When young, he took interest in chemistry.

b) **of cause**:

All the four forms of **Participle I** may be used as an adverbial modifier of cause. The most frequently used **Participles I** are those of verbs denoting mental perception and emotions (*knowing*, *realizing*, *remembering*, *expecting*, *hoping*, *fearing*) also the participles *being* and *hearing*.

e.g. *Not knowing where to go*, I turned back.

Being happy with my results, I decided to go out and celebrate.

Having been sent to the wrong address, the letter didn't reach him.

Having plenty of time, we didn't hurry.

In negative sentences **not** usually comes before the participle. However **not** can follow the participle, depending upon the meaning:

e.g. *Not wanting to wake her*, Steve left the house silently.

Preferring not to go out that night, I made an excuse.

Where a passive form is expected, this is often shortened to a **past participle**:

e.g. *Having been abandoned by his colleagues, the Minister was forced to resign.* – *Abandoned by his colleagues, the Minister was forced to resign.*

In general, using a participial phrase instead of a clause beginning with a conjunction (*when, because, as* etc.) or an attributive clause makes what we say or write more formal. Participial phrases like this are used particularly in formal or literary writing.

c) **of attendant circumstances:**

The meaning of attendant circumstances is one of the most characteristic of Participle I and **Participle I Indefinite** is mostly used in this meaning. It denotes some action or event parallel to the action or state expressed by the predicate.

e.g. *He sat in the chair **reading** a book.*

*Little bare-legged children ran about him, **playing** on the grass.*

The verbs most frequently used in this way are durative. When a terminative verb occurs, it would be more exact to call it an adverbial of subsequent event or action:

e.g. *Once a month Tommy came in for a brief drink, **disappearing** at my nod about ten past seven.*

d) **of manner:**

Participle I as an adverbial modifier of manner is akin to an adverbial modifier of attendant circumstances. The difference is that an adverbial of manner characterizes the action of the main verb:

e.g. *He came in **limping**.*

e) **of comparison:**

Participle I in this function is always introduced by the conjunctions *as if* or *as though*.

e.g. *He said this as if **thinking aloud**.*

*He looked from side to side as though **trying to escape**.*

f) Occasionally **Participle I** occurs as an adverbial modifier of **concession**:

Participle I is introduced by the conjunctions *though, although*.

e.g. *Somebody was waiting: a man who, though moving irregularly, was making quite a speed in my direction.*

The meal continued and he soon partook in it, although remaining aloof from the conversation.

g) Occasionally **Participle I** occurs as an adverbial modifier of **condition**:

e.g. *Well, we'll be in Scotland before we know where we are, going at this speed.*

3. Predicative:

In this function only **Participle I Indefinite Active** is used, its adjectival character being predominant. Although keeping the form of the participle, it is treated as an adjective or an adjectivised participle.

e.g. *The effect of his words was shocking.*

The music is deafening.

4. Part of a complex object:

e.g. *We saw the train approaching the station.*

I found him sitting at the breakfast table.

5. Part of a compound verbal predicate:

e.g. *She was heard talking over the telephone.*

I was kept waiting for an hour or so.

6. Participial phrase as parentheses:

e.g. *Generally speaking, I don't think so.*

Judging by what you say, he ought to succeed.

Function	Example
1. an attribute	<i>Britain is an ageing society.</i>
<p>2. an adverbial modifier:</p> <p>a) of time</p> <p>b) of cause</p> <p>c) of attendant circumstances</p> <p>d) of manner</p> <p>e) of comparison</p> <p>f) of concession</p> <p>g) of condition</p>	<p><i>Turning the corner, we saw the hospital in front of us.</i></p> <p><i>Having passed my driving test, I was able to buy my first car.</i></p> <p><i>Not being qualified, she will be unable to answer your questions.</i></p> <p><i>Having lost his address, I couldn't write to him.</i></p> <p><i>She spent all yesterday afternoon cleaning the flat.</i></p> <p><i>He came in limping.</i></p> <p><i>He didn't move <u>as if</u> waiting for further questions from me.</i></p> <p><i>The meal continued and he soon partook in it, <u>although</u> remaining aloof from the conversation.</i></p> <p><i>Well, we'll be in Scotland before we know where we are, going at this speed.</i></p>
3. a predicative	<i>The students' tests results <u>were</u> pleasing.</i>
4. part of complex object	<i>We heard <u>two people</u> talking in the room.</i>
5. part of a compound	<i>They <u>were seen</u> leaving the room.</i>

verbal predicate	
6. parentheses	<i>Judging from what critics say, this new play is worth seeing.</i>

4.1.2 Participle I and the Gerund

Participle I and the Gerund are alike in their verbal characteristics, namely categories of tense and voice, verbal combinability, but they differ in their non-verbal characteristics.

- Participle I cannot be used as a subject or an object, whereas such use is typical of the gerund.
- Unlike the gerund, in the function of the adverbial modifier or attribute Participle I is never preceded by a preposition.
- As predicative Participle I gives qualitative characteristics to the subject, thus tending towards an adjective, as in: *The sound of the thunder was **deafening***; the gerund does not qualify the subject, it rather identifies the subject by revealing its meaning, as in: *His favourite occupation is **collecting stamps***.
- As an attribute Participle I denotes an action that the person or thing performs or experiences: *What is the name of the **man talking** to your sister?*; the gerund usually reveals the meaning of the modified noun, which never denotes the doer of the action, or the purpose it exists for: *That was my last chance of **seeing him*** or *There is a big **swimming pool** in this new school.*
- When used as an adverbial modifier, the gerund is more varied in the application than the participle because it is used with different prepositions.
- Participle I and the gerund are interchangeable when used as adverbials of time characterizing the verb through simultaneous or prior events: *(**In**) **discussing** the plan, we heard a lot of helpful suggestions. (**On**) **entering***

the room, he closed the door. After discussing (Having discussed) the plan we started carrying it out.

- Only the gerund is possible when the starting or the final point of the action is meant: *He has never been at his native town since leaving it in 1990. You must get your parents' permission before leaving for the mountains.*

4.2 PARTICIPLE II

Participle II stands apart from the other non-finite forms of the verb as it does not possess their morphological categories.

I. The verbal features of Participle II

Participle II has no **tense** distinctions: it has only form which expresses both an action simultaneous with or prior to the action expressed by the finite verb; the latter case is more frequent.

e.g. *The books **written** by him are very popular now.*

*When **tired**, take a walk in the park.*

Participle II of transitive verbs has a passive meaning:

e.g. *a **broken** glass* = a glass which was broken

*a **caged** bird* = a bird which is caged

The passive meaning of **Participle II** may be of three types:

- 1) denoting an action directed towards the subject. This is peculiar to durative transitive verbs, such as *to accompany, to follow, to watch, to carry, to teach, to laugh, to love, etc.:*

e.g. *German is one of the foreign languages **taught** at our institute.*

*I won't have my friend **laughed** at.*

- 2) denoting a state, which is the result of an action. This is typical of terminative transitive verbs, such as *to bring, to catch, to do, to find, to make, to solve, to open etc.:*

e.g. *The problem is **solved**.*

*The door is **shut**.*

3) denoting a pure state. This is the case with verbs denoting psychological states and emotions, such as *to amuse, to annoy, to offend, to surprise, to please* etc.:

e.g. *I felt **annoyed** when he refused to help me.*

*I'm very **pleased** with what he has done.*

Participle II of intransitive verbs has an active meaning; it is used only in compound tense-forms and has no independent function in the sentence: *has fallen, has swum, has learned*.

Sometimes **Participle II** of intransitive verbs denotes passing into a new state, though there are not many participles formed from intransitive verbs.

e.g. *a **withered** flower, a **faded** leaf, a **fallen** star, a **retired** colonel, the **departed** guest, a **decayed** tooth.*

Participle II of phrasal verbs retains its composite structure: *a boy **brought up** in the teacher's family.*

Participle II of prepositional transitive verbs is followed by the appropriate prepositions: *a book often **asked for**; the article **referred to**; a man much **spoken of**.*

Participle II may be accompanied by an adverbial modifier expressed by adverbs or phrases combining with verbs: *a house **built two years ago**, man **hidden in the bush**, a story **long forgotten**.*

II. The adjectival features of Participle II

The adjectival nature of Participle II manifests itself in its functions in the sentence, i.e. attribute or predicative. It may combine with adverbs of degree (such as *very, too, so, such, much* etc.), which is peculiar to adjectives:

e.g. *The children were too **excited** to notice the visitor.*

*I am so happy to have such a **devoted** friend.*

Participle II is often negated with the prefix **un-**, e.g. *unfinished, unanswered*.

Participle II may undergo adjectivization and become synonymous with an adjective. Some of such deverbal adjectives have participles as homonyms: e.g. *the **celebrated** professor* and *the anniversary **celebrated** all over the world*.

Similar to adjectives and Participle I, Participle II may form adverbs with the help of the suffix **-ly**: *admittedly, fixedly*.

4.2.1 Syntactical Functions of Participle II

As part of the sentence **Participle II** may stand alone or be a part of a participial phrase. It may function as an attribute, an adverbial modifier, a predicative, a part of a complex object, a part of a compound verbal predicate and parentheses.

I. Attribute:

As an attribute **Participle II** alone or in a participial phrase may be used in pre-position or in post-position:

e.g. *A **broken** vase lay on the floor.*

*It was a **neatly written** letter.*

*The police never found the money **stolen in the robbery**.*

*It is a book **much talked about**.*

An attribute expressed by Participle II may be detached. In this case it often has an additional meaning of an adverbial modifier. When Participle II or a participial phrase is detached, its position is not fixed. It may occupy the initial position, the mid-position or the final position in the sentence. Detached attributes are separated from the noun by a comma.

e.g. ***Greatly excited**, the children followed her into the garden.*

*Johnson, **left in charge of both offices**, marched about for a little while.*

*And people hurried by, **hidden under their dreadful umbrellas**.*

In formal English, **that** and **those** can be used before a participle adjective:

e.g. *The office temperature is lower than that **required** by law.*

*Here is some advice for those **invited** to go on holiday.*

II. Adverbial modifier:

a) **of time**, usually with the conjunctions *when, until, till*:

e.g. *When questioned, you should answer.*

She won't stop arguing until interrupted.

b) **of condition**, usually with the conjunctions (*even*) *if, unless*:

e.g. *If asked, I will keep silent about it.*

Even if posted now, the letter won't reach John till Monday.

Suzy would speak for hours unless interrupted.

c) **of comparison**, usually with the conjunctions *as if, as though*:

e.g. *We stood motionless as if depressed by something.*

He shook his head as though lost to wonder and admiration.

d) **of concession**, usually with the conjunctions *though, although*:

e.g. *Though impressed by the news, she didn't show it.*

Although intended to be a nice surprise, the party was not what I wanted at all.

e) **of cause**:

e.g. *He kept silent for a moment, **surprised by my question.***

***Sent to the wrong address**, the letter didn't reach him.*

III. Predicative:

In this function **Participle II** denotes a state:

e.g. *He was greatly **impressed** by the story.*

*The window remained **closed**.*

*He felt thoroughly **disappointed**.*

*She sat **amazed**.*

IV. Part of a complex object:

e.g. *She found me **unaltered**, but I found her **changed**.*

V. Part of a compound verbal predicate:

e.g. *The problem is considered **solved**.*

*The door was found **locked**.*

VI. Parentheses:

e.g. ***All things considered**, it would be better to lunch first.*

Function	Example
1. attribute	<i>It was a neatly written letter. The police never found the money stolen in the robbery.</i>
2. adverbial modifier	
a) of time (<i>when, until, till</i>)	<i>a) <u>When</u> questioned, you should answer. She won't stop arguing <u>until</u> interrupted.</i>
b) of condition (<i>((even) if, unless</i>)	<i>b) <u>If</u> asked, I will keep silent about it. <u>Even if</u> posted now, the letter couldn't reach John till Monday. Suzy would speak for hours <u>unless</u> interrupted.</i>
c) comparison (<i>as if, as though</i>)	<i>c) He kept silent <u>as if</u> puzzled by my behaviour.</i>
d) of concession (<i>though, although</i>)	<i>d) Though tired, he tried to smile. <u>Although</u> frightened, he carried it off very well.</i>
e) of cause	

	e) <i>He felt asleep, exhausted by his journey.</i>
3. predicative	<i>I felt annoyed when he refused to help me.</i>
4. part of a complex object	<i>I have never heard <u>him</u> spoken of badly.</i>
5. part of a compound verbal predicate	<i>Many houses <u>were seen</u> damaged.</i>
6. parentheses	<i>It wasn't a bad show, all things considered.</i>

4.2.2 Misrelated Participles

If a **participial phrase** is used in a sentence as an attribute or an adverbial modifier, it must be correctly related: used as an attribute, it should be placed immediately after the word it modifies. In the adverbial function the Participle should have logically the same subject as the predicate of the whole sentence.

Compare:

1. *Carrying a heavy pile of books, **his foot** caught on a step. – incorrect*
2. *Carrying a heavy pile of books, **he** caught his foot on a step. – correct*

In the first sentence there is no clear identification of **who** or **what** is performing the action, expressed by the participle “*carrying*”. Certainly “*foot*” can’t be understood to function in this way. This situation is an example of a *dangling modifier error* since the modifier (the participial phrase) is not modifying any specific noun in the sentence and thus is dangling. Since the person must be doing “*the carrying*” for the sentence to make sense, a noun or a pronoun that refers to a person must be in a place immediately after the participial phrase, as in the second sentence.

e.g. *Guiding us through the museum, a **special explanation** was given by the director. – incorrect*

*Guiding us through the museum, **the director** gave us a special explanation (While **the director** was guiding us through the museum, **he** gave us a special explanation). – correct*

A participle is considered to belong to the noun / pronoun which precedes it:

e.g. Tom, **horrified** at what he had done, could at first say nothing.

Romeo, **believing** that Juliet was dead, decided to kill himself.

Note that the participle may be separated from its noun / pronoun by a main verb:

e.g. Jones and Smith came in, **followed** by their wives.

She rushed past the policeman, **hoping** he wouldn't ask what she had in her suitcase.

If there is no noun / pronoun in this position the participle is considered to belong to the subject of the following main verb:

e.g. **Stunned** by the flow, Peter fell heavily.

Believing that he is alone, the villain expresses his thoughts aloud.

If this participle is disregarded confusion results. e.g. **Waiting** for a bus a brick fell on my head makes it appear that the brick was waiting for a bus, which is nonsense. A participle linked in this way to the wrong noun / pronoun is said to be "misrelated". The sentence should be rewritten: *As I was waiting for a bus a brick fell on my head.*

e.g. *When using this machine it must be remembered ...* - **incorrect form**

When using this machine you must remember ... - **correct form**

Believing that I was the only person who knew about this beach, the sight of someone else on it annoyed me very much. - **incorrect form**

As I believed I was the only person ... or *Believing that I was the only person on the beach, I was annoyed by the sight of someone else.* - **correct forms**

4.3 PREDICATIVE CONSTRUCTIONS WITH THE PARTICIPLE

Participles occur in a variety of predicative constructions. As well as the Infinitive, Participle can be part of the Objective and Subjective constructions. There are also absolute constructions with or without the Participle, though more characteristic of a literary style.

4.3.1 The Objective Participial Construction

The Objective Participial Construction (OPC) is a construction in which the Participle is in predicate relation to a noun in the common case or a pronoun in the objective case.

In the sentence the construction functions as a **complex object**.

In this construction **Participle I Indefinite Active** or occasionally **Passive** and **Participle II** are used:

e.g. *I saw John playing tennis.*

e.g. *They heard me singing.*

e.g. *I could see the books being taken away.*

e.g. *He heard himself uttering the words.* (The nominal element usually refers to a person or a thing different from that denoted by the subject of the sentence. If it refers to the same person as the subject, a reflexive pronoun is to be used)

e.g. *You must have your photo taken.*

The Objective Participial Construction is used with:

Verbs	Example Sentences	Notes
1. of sense perception (to see, hear, feel, watch, notice, observe, perceive, find, catch, discover,	<i>We <u>watched</u> the train <u>approaching</u> the station.</i> <i>Do you <u>smell</u> something <u>burning</u>?</i> <i>I could <u>feel</u> the dog leaning <u>against</u> my feet.</i>	The infinitive is also possible after these verbs, but it emphasizes the <i>fact</i> of an action being <i>completed</i> , whereas the participle

<p><i>look (at), listen (to)</i></p>	<p>We <u>found</u> him working in the garden.</p> <p>I <u>heard</u> those words mentioned several times.</p> <p>1. I <u>heard</u> him leave the room and lock the door.</p> <p>2. Jack <u>saw</u> John watching her and smiling to himself.</p>	<p>emphasizes the <i>process</i>.</p> <p>If the homogeneous <u>infinitives</u> are used, they denote two <i>actions in succession</i>. If two <u>participles I</u> are homogeneous, they suggest two <i>simultaneous</i> actions.</p>
<p>2. of mental activity (<i>to consider, understand, prefer</i>)</p>	<p>He <u>prefers</u> your hair curled.</p> <p>I <u>consider</u> him engaged in the local theatre.</p>	<p>Participle II is used with the Passive meaning.</p>
<p>3. of wish or intention (<i>to want, wish, desire, like</i>)</p>	<p>I <u>want</u> the parcel delivered in time.</p> <p>I <u>don't want</u> you talking back to me.</p> <p>They <u>didn't like</u> me leaving so early.</p>	
<p>4. of declaring (<i>to declare, report</i>)</p>	<p>He <u>reported</u> the dog lost.</p>	
<p>5. to hold, to catch, to leave, to set, to start</p>	<p>I <u>caught</u> him stealing money.</p> <p>The drill <u>left</u> the team exhausted.</p> <p>Your words <u>set</u> me thinking.</p> <p>Can you <u>start (set)</u> that engine going?</p>	

<p>6. of inducement (to have, to get, to make)</p>	<p><i>I <u>won't have</u> you smoking at your age!</i></p> <p><i>They soon <u>got (started)</u> things going.</i></p> <p><i>She <u>had</u> her blood tested.</i></p> <p><i>We must <u>get</u> our tickets registered.</i></p> <p><i>The speaker <u>made</u> himself heard with the help of a microphone.</i></p>	<p>The action expressed by Participle II is performed at the request of a person denoted by the subject of the sentence; the subject of a sentence being NOT the doer of the action, expressed by Participle II.</p>
---	--	--

4.3.2 The Subjective Participial Construction

The Subjective Participial Construction (SPC) is a construction in which the participle (mostly Participle I) is in predicate relation to a noun in the common case or a pronoun in the nominative case which is the subject of the sentence.

The construction doesn't serve as one part of the sentence: one of its components (a noun or a pronoun) is a **subject** and the other one (the Participle) is a **part of a compound verbal predicate**.

The Subjective Participial Construction is used with the following verbs in the passive voice:

Verbs	Example Sentences
1. of sense perception	<p><i>He <u>was heard</u> mentioning the matter.</i></p> <p><i>The matter <u>wasn't heard</u> mentioned.</i></p>
2. verbs <i>to keep, to find, to catch, to leave</i>	<p><i>She <u>was found</u> sitting under a big tree.</i></p> <p><i>The door <u>was left</u> locked.</i></p>
3. verbs <i>to seem, to appear</i> (in active voice) + Participle II	<p><i>His attention <u>seemed</u> absorbed by the book.</i></p>

4.3.3 The Nominative Absolute Participial Construction

The Nominative Absolute Participial Construction (NAPC) is a construction in which the participle stands in predicate relation to a noun in the common case or a pronoun in the nominative case; the nominal element is not the subject of the sentence, forming with the verbal element a syntactical complex that functions as a detached adverbial modifier.

In the NAPC Participle I (in all its forms) or Participle II are used.

Unlike the OPC it does not depend on the predicate verb:

e.g. ***John having left the room to ring for a taxi as arranged, Mary sat down again to wait for him.***

Note: The difference between a participial phrase and a NAPC may be illustrated as follows:

e.g. *Having read the novel Jane put it aside.*

(The subject of a sentence (*Jane*) is related both to the predicate verb (*put*) and the participle (*having read*))

e.g. ***The novel having been read, Jane put it aside.***

(The subject of a sentence (*Jane*) is related only to the predicate verb (*put*) and the nominal element (*the novel*) is related to the participle (*having been read*)).

NAPC functions in the sentence as **an adverbial modifier**:

1) of **time**:

e.g. ***The work being finished, the two girls went shopping.***

This said, he turned and fixed his eyes on me.

2) of **reason (cause)**:

e.g. ***The ship's band didn't play in the morning, it being Sunday.***

We began to talk, but my attention distracted by my surroundings, I took small notice of him.

3) **temporal** and **causal** meanings **combined**:

e.g. *Ice having thus been broken, the two former rivals grew still more affectionate.*

4) of **attendant circumstances** (in postposition):

e.g. *Mary hurried out of the car and walked away, tears streaming down her face.*

She was smoking now, her eyes narrowed thoughtfully.

5) of **condition** (seldom) – mostly with *permitting* and *failing*:

e.g. *Weather permitting, we'll go hiking tomorrow.*

He was a gentleman, but he was passionate, the cup once sipped, would he consent to put it down?

6) of **manner**:

e.g. *He sat on the sofa, his legs crossed.*

4.3.4 The Prepositional Absolute Participial Construction

The Prepositional Absolute Participial Construction (PAPC) differs from the NAPC in that it is introduced by the preposition *with*. Its nominal element is usually a noun in the common case or very rarely a personal pronoun in the objective case. It is not necessarily set off by a comma:

e.g. *Andrew went into the house with his heart beating fast.*

It is unhealthy to sleep with the windows shut.

The main syntactical **function** of the PAPC is that of an adverbial modifier of **attendant circumstances**:

e.g. *The officer sat with his long fine hands lying on the table perfectly still.*

An additional idea of **time**, **reason** or **condition** may be prompted by the context, as in:

e.g. *I can't walk with my leg broken.*

I won't speak with him staring at me like that.

Just now, with the harvest coming on, everything looks its richest.

4.3.5 Absolute Constructions without the Participle

There are two absolute constructions without the participle, they are the **Nominative Absolute Construction (NAC)** and the **Prepositional Absolute Construction (PAC)**. The first (nominal) element in these constructions is usually a noun in the common case, the second element being an *adjective*, a *prepositional phrase* or an *adverb* (with the Participle implied).

I. The **NAC** is used in the function of an adverbial modifier of **time** or **attendant circumstances**:

e.g. *Breakfast over, he went to his room.*

The concert over, the lottery came next.

Note: Mind the difference between the following constructions:

e.g. *The lesson (concert, lecture) over ...* — has a **temporal** meaning

The lesson (concert, lecture) being over ... — has a **causal** meaning

II. The **PAC** is mostly used in the function of an adverbial modifier of **attendant circumstances**:

e.g. *I found him ready and waiting for me, with his stick in his hand.*

PRACTICE EXERCISES

Choose the correct answer:

- _____ is very relaxing. – I don't agree. I think it's boring.
A Fish B Fishing C To fish
- I can't decide what _____ to the party. – Why don't you wear your blue dress?
A wear B wearing C to wear
- Did you enjoy your holiday? Yes, but I am glad _____ home again.
A being B to be C be
- Did you go to the cinema last night? – No. My parents made me _____ for the exams instead.
A to study B studying C study
- Shall we go to a restaurant this evening? – I'd rather _____ at home. I'm exhausted.
A stay B staying C to stay

Use the words in brackets in either the Participle I or Participle II form.

- I was so _____ (annoy) that I walked out of the meeting to calm down.
- I can't wait to see you again after all this time. I'm so _____ (excite)!
- Jack looks so _____ (relax) now that he has retired.
- What a _____ (frighten) experience that was.
- I'm not very good with figures. I find them _____ (confuse).
- Dealing with difficult people makes me feel _____ (exhaust).
- Lucy is quite _____ (depress) when she starts complaining about everyone at work.
- I know I had a _____ (bore) look on my face but I couldn't help it.
- I did some voluntary work last year, and I found it so _____ (reward).
- I went camping once and every night I was _____ (petrify) because I kept hearing animals.

Match the beginning with the second part of the hyphenated words to complete the sentences.

1	This action breaks a long-..... agreement between the two countries.	a	breaking
2	His ethical principles are well-..... but rather naïve and impractical.	b	making
3	He turned the company into a profit-..... concern.	c	handed
4	She has a long-..... ambition to be an international fashion model.	d	ended
5	The new management introduced some far-..... changes.	e	sided
6	Due to illness among the staff, he is running the department single-.....	f	meaning
7	The company produced record-..... profits last year.	g	standing
8	Trade relations between rich and poor countries tend to be one-.....	h	hearted
9	The proposal has the whole-..... support of international charities.	i	reaching
10	The talks were open-....., with no prior commitments on either side.	j	held

Underline the correct words in *italics*.

1. Have you ever considered *working/to work* from home?
2. I don't know how Donna manages *organising/to organise* her life so efficiently.
3. I heard a lot of people *shouting/shout* in the street last night.
4. I regret *telling/to tell* my colleagues about my plans.
5. I never regretted *to go/going* anywhere because you can always learn something from different places and cultures.
6. For me, a holiday means *to lie/lying* around on a beach.
7. Mike suggested *setting/to set* up a meeting to discuss the way forward.
8. I can remember *to go/going* on a long journey when I was a child.
9. Why didn't you stop *talking/to talk* to me yesterday? Didn't you see me?
10. I try *spending/to spend* time in places of natural beauty whenever I can.
11. I'll never stop *travelling/to travel* even when I'm old.
12. I admire people like Dan, who went on *to explore/exploring* places even though it was very uncomfortable for him.

Match sentence 1 and 2 to sentences a and b in each pair.

1. She remembers talking to Michael. 2. She remembered to talk to Michael.	a. At the last party she accidentally ignored him. b. They were outside the library.
1. I regret telling you about the accident. 2. I regret to tell you about the accident.	a. I should have kept it a secret. b. Fortunately, nobody has been seriously hurt.
1. Elvis tried drinking the special remedy, 2. Elvis tried to drink the special remedy,	a. but he couldn't swallow it because it was so disgusting. b. but it didn't cure him of his illness.
1. A week on that boat means making 2. A week on that boat is meant to make	a. you feel wonderful. b. your own entertainment because there's nothing to do there.
1. The old man stopped listening to the birds. 2. The old man stopped to listen to the birds.	a. They were singing beautifully so he stayed there for a while. b. They were making such a terrible noise that he couldn't stand it any more.
1. As the children liked his first game, 2. After buying his first Lego set at the age of eight,	a. he went on inventing games all afternoon until everyone had had enough. b. he went on to invent lots of games, and eventually he became

Complete the sentences with the correct form of the verb in brackets.

1. She had to postpone _____ (look) for a job until she was sufficiently fluent in the language.
2. Philosophers were used _____ (think) of the mind and spirit as the same thing.
3. Many parents can't afford _____ (send) their children to extra lessons when they are falling behind.
4. Educationalists suggest _____ (bring) everyday objects into the class for young learners.
5. You need to be good at _____ (deal) with people.

6. He recommended _____ (watch) some old Hollywood movies for a change.
7. We hope _____ (see) you at the gym this evening.
8. A number of students mentioned _____ (use) speech recognition technology as the way of _____ (improve) their pronunciation.
9. Could you remind me _____ (buy) some new squash balls?
10. I can't stand _____ (lose) because I'm very competitive.
11. Eva has promised _____ (join) me when I go jogging after work.
12. It's hard to imagine him as a 15-year-old boy _____ (write) his first academic article.

Complete the sentences with TWO words using the pattern VERB+inf/-ing.

1. After six hours of driving, we _____ have a break by the roadside.
2. We regret _____ you that you have not been accepted by the college.
3. I don't remember _____ photo, but it has turned out really well, one of my best!
4. If you have problems sleeping, you should _____ hot milk before you go to bed.
5. I didn't mean _____ the window. I lost control of the ball!
6. She used to send letters regularly, but she _____ to me last year. We're not in touch any more.
7. Even after I told her to be quiet, she went _____ loudly.
8. Getting fit means _____ smoking and drinking completely. You'll also have to go to the gym.
9. After leaving Oxford with a law degree, she _____ to become a famous lawyer.
10. She regrets _____ so early this morning. Now she's really tired.

Find the mistake in each sentence and correct them with participles.

1. When tell a joke, timing is very important.
2. Not have heard the music, I can't really judge it.

3. On be arrested by the police, Tracy admitted that she was guilty of shoplifting.
4. Work as a disc jockey must be a great job because you help people have fun.
5. Have become famous, comedians usually get depressed.
6. She broke her leg while to play soccer.
7. Tell jokes in a foreign language is extremely difficult.
8. He stood there in front of us, desolate, robbing of everything he'd ever owned.
9. To help other people wasn't something that usually made Mr Smith happy.
10. Having given the car just the day before, John promptly crashed it.
11. On been told a joke, you should laugh even if you don't think it's funny.
12. All of the boys, hoped to be football stars, trained for five hours daily.
13. Telling by his teacher that he had the ability to pass his exam Bill finally achieved his goal.
14. Having wake up at 4.00 a.m., we were exhausted by 11.00.
15. After being listening to the speech for three hours, Jane eventually fell asleep.

For each sentence choose the correct word in *italics*.

1. *To hope/Hoping/Hoped* to find a new wife, Dan settled in Milan.
2. *Restoring/Having been restored/After restored* to its former glory, the painting was re-hung.
3. *After been treated/Treating/Treated* by experts, the dog began to recover.
4. *Ran/To run/Running* marathons is what she does best.
5. The photos *taken/been taken/having been taken* today will turn out fine. The light is perfect.
6. I know the man *having sat/sit/sitting* in the red car.
7. *On hearing/Heard/Having been heard* the news, she rushed over to the hospital.
8. *While driving/Driven/Having driven* in the tunnel, keep your lights on.
9. *After catching/After being caught/Having caught*, the robber put down his gun.

10. *Buried/Being buried/Burying* in the cemetery is a famous scientist of the early 20th century.

Paraphrase the sentences so as to use the right form of Participle I.

1. She blushed because she was embarrassed.
-
-

2. I left the party early because I felt out of place.
-
-

3. He had to climb through the window because he had lost the key.
-
-

4. Now that the student has passed First Certificate, she's hoping to take the Proficiency.
-
-

5. The children had to go back to school because the holidays were over.
-
-

6. She was unable to sleep so she took a couple of sleeping pills.
-
-

7. As she has been late for work every day, she's in danger of losing her job.
-
-

8. After the Prime Minister had lost the election, he resigned.
-
-

Paraphrase the sentences so as to use the right form of Participle II.

1. The events and the characters which are described in this book are purely fictional.
-
-

2. He applied for a job. It was advertised in the paper.
-
-

3. The old painting was found in the dustbin. It turned out to be worth a fortune.
-
-

4. They were driven from the country by persecution. They had to emigrate.

5. The girl went to the party. Her boyfriend accompanied her.

6. His words had the effect which he desired.

7. The millionaire bought a picture. It was painted by Picasso.

8. The suspect was arrested by the police. He turned out to be the wrong man.

Put the verbs in brackets into the correct infinitive form or the -ing form:

1. Jane went on _____ (sleep) for another two hours.
2. He told us his name and went on _____ (introduce) us to his wife.
3. We didn't mean _____ (interrupt) you.
4. Being a doctor means _____ (work) long hours.
5. She tried _____ (finish) her homework, but it was too difficult.
6. You should try _____ (eat) more fruit. It's good for your health.
7. He regrets _____ (argue) with his best friend.
8. We regret _____ (inform) you that tonight's performance will be cancelled.
9. Oh, no! I forgot _____ (lock) the front door.
10. I'll never forget _____ (meet) my favourite film star.
11. Claire likes _____ (ski). She says it's very exciting.
12. I like _____ (go) to the dentist every six months.
13. I must remember _____ (post) these letters today.
14. I remember _____ (read) the book, but I don't know who wrote it.
15. I'm sorry for _____ (forget) your birthday..
16. I'm sorry _____ (say) that you have failed the exam.

17. She is afraid _____ (climb) the tree in case she falls.
18. Mary never wears her diamond ring. She is afraid of _____ (lose) it.
19. I have stopped _____ (watch) horror films because they give me nightmares.
20. We stopped _____ (buy) some food before continuing our journey.

Insert the correct prepositions before the gerund where required:

1. "I hated the idea _____ your going", he said simply.
2. She said: "Excuse me _____ coming in _____ knocking".
3. The others insisted _____ accompanying them.
4. I am tired _____ being old and wise.
5. We'll look forward _____ seeing you.
6. Why were you so anxious to prevent anybody _____ leaving the house?
7. I'm afraid I shan't succeed _____ being as sympathetic as you have the right to expect.
8. Look here, it may sound funny, but I'm terrifically grateful to you _____ saying it.
9. Both windows needed _____ cleaning.
10. I've paid very heavily _____ being a romantic girl.
11. She should not bear _____ lying.
12. I suppose nothing is gained _____ delaying.
13. They were in the habit _____ coming up to London for the season.
14. We wouldn't mind _____ being poor again.
15. I didn't at all like the idea _____ going to the station in the luggage cart.
16. He looked at me for a long time _____ answering.
17. He felt he was going to be denounced _____ daring to suggest such a thing.
18. I thought you had just been blaming me _____ being neutral.
19. If you won't tell me what's wrong. What's the use _____ my being here?
20. I was afraid _____ saying the wrong thing.

Use the infinitive in the required form:

1. I hate (to bother) _____ you, but the man is still waiting (to give) _____ a definite answer.
2. He hated (to bother) _____ with trifling matters when he had many more important questions (to decide) _____.
3. She would never

miss a chance (to show) _____ her efficiency, she was so anxious (to like) _____ and (to praise). 4. The idea was too complicated (to express) _____ in just one paragraph. 5. Is there anything else (to tell) _____ him? I believe he deserves (to know) _____ what the problem is and (to tell) _____ all about it. 6. How fortunate he is (to travel) _____ all over the world and (to see) _____ so much of it. 7. The man appears (to know) _____ practically all European languages; he is said (to learn) _____ them while travelling. 8. The girl pretended (to read) _____ and not (to notice) _____ me. 9. You seem (to look) _____ for trouble. 10. It seems (to rain) _____ ever since we came here. 11. The man seemed (to study) _____ me, and I felt uneasy in his presence. 12. He is supposed (to work) _____ at the translation of the book for two years. 13. The only sound (to hear) _____ was the ticking of the grandfather's clock downstairs. 14. We seem (to fly) _____ over the sea for quite a time and there is yet no land (to see) _____. 15. Not (to answer) _____ would be a wrong step. 16. We don't seem (to acquaint) _____, at least I can't remember ever (to meet) _____ him. 17. The third key remained (to test) _____.

Paraphrase the following so as to use the infinitive:

1. There was nothing that might keep him at home that night, and he gladly accepted _____ the _____ invitation.

- _____ 2. He is not the man who would shrink his duty. _____.
- _____ 3. There are so many letters _____ that _____ must _____ be _____ answered.
- _____ 4. The girl waved her handkerchief _____ that _____ she _____ might _____ be _____ taken _____ notice _____ of.

- _____ 5. He turned to me as if he were going to say something. _____.
- _____ 6. Miss Pinkerton did not know a word of French, but she was very proud and would not confess it.

- _____ 7. She did not have courage enough, otherwise she would have said it to your face. _____.
- _____ 8. When I came back I found the door locked and the key hanging from a nail in the hall.

_____ 9. He looked towards the door and saw the butler standing in the conventional _____ attitude.

_____ 10. After a long separation they met at last, and never did they part again.

_____ 11. I am glad that I was able to assist you. _____ 12. She looked quickly at him as though she wanted to ask him for explanation.

_____ 13. He came there and was told that he might as well not have come at all.

_____ 14. There are a few more things that require an explanation.

_____ 15. She read her essay a third time for fear that she might overlook a mistake.

_____ 16. He was so astonished that he _____ could _____ not _____ speak.

_____ 17. It made me feel sad when I saw him in distress.

_____ 18. I left the window open that I might hear the music.

_____ 19. How thoughtful it was of him that he had sent me the souvenirs.

_____ 20. The lecture was very interesting and the students kept quiet lest they should miss a word.

Insert the particle *to* where necessary:

1. He would rather _____ die than _____ betray his friends. 2. Why not _____ start out now? We cannot wait for the weather _____ change. 3. Have you ever heard him _____ complain of difficulties? 4. He was never heard _____ complain of difficulties. 5. You'll be lonely tomorrow. You'd better _____ come and dine with us. 6. Don't let us _____ waste time. There are a hundred things _____ be done. 7. I have never known him _____ do such things. 8. I know him _____ have been an actor once. 9. She seems _____ know a great deal about music. 10. Get them _____ come as early as possible. 11. What made you _____ think so? 12. All I have now time _____ do is _____ send them a telegram.

Insert the appropriate form of Participle I:

1. Derek, who had slept the sleep of the dead, _____ (to have) none for two nights, woke _____ (to think) of Nedda. 2. The street was full of people, _____ (to laugh) and _____ (to go) home. 3. While _____ (to obey) my directions, he glanced at me now and then, suspiciously, from under his frost-white eye-lashes. 4. It (the letter) contained very little matter, _____ (to write) in haste; but the meaning was bulky enough. 5. He went upstairs again, _____ (to tiptoe) past the door, and, _____ (to enter) his room, switched on the light. 6. _____ (to turn) my back on him I started down the steps. 7. At that moment he was plunged in the depth of an easy-chair, _____ (to talk) to by Mr. Vandernoodt. 8. There was only one candle _____ (to flicker) on the rough board table. 9. Boldwood, _____ (to see) her comparatively isolated, came up to her side. 10. On the sultry platform of Grand Central he opened the bulky Times, _____ (to set) the valise on his feet.

ЛІТЕРАТУРА:

1. Гороть С. І., Василенко О. В. Єфремова Н. В., Калиновська І. М., Кухарук Т. М., Малімон Л. К. Практична граматики англійської мови. Морфологія. Луцьк: Редакційно-видавничий відділ «Вежа», 2007. 436 с.
2. Каушанская В. Л. Грамматика английского языка Киев: Айрис-пресс, 2008. 381 с.
3. Лисицина Н. И. Грамматика английского языка. Неличные формы глагола: причастие = The Non-Finite Forms of the Verbs / The Verbals: The Participle: учебное пособие. Томск : Изд-во ТГПУ, 2010. 128 с.
4. Azar В. S. Understanding and Using Grammar. Pearson Education, 2002. 437 p.
5. Dooley J., Evans V. Grammarway 4. Express Publishing UK Ltd; 2nd Edition, 1999. 276 p.
6. Evans V., Evans V. English Grammar Book. New Round-Up 6. Person Longman, 2011. 260 p.
7. Foley M., Hall D. Advanced Learner's Grammar. Pearson Education Ltd, 2011. 384 p.
8. Murphy R. English Grammar in Use. Cambridge University Press, 2004. 140 p.
9. Prodromou L. Grammar and Vocabulary for First Certificate. Pearson Education Limited, Harlow, 2009. 319 p.
10. Side R., Wellman G. Grammar and Vocabulary for Cambridge Advanced and Proficiency. Harlow: Longman Group UK Limited, 2000. 256 p.
11. Thomson A. J., Martinet A. V. A Practical English Grammar. Fourth Edition. Oxford University Press, 2007. 384 p.
12. Vince M. English Grammar in Context. Intermediate. Macmillan, Publishers Limited, 2012. 232 p.
13. Vince M. English Language Practice. Macmillan, Publishers Limited, 2003. 267 p.

GRAMMAR TERMS GLOSSARY

English Term	Ukrainian Term
active voice	активний (дійсний) стан
adjective	прикметник
adverb	прислівник
adverbial clause	підрядне речення обставини
adverb of frequency	Частотний прислівник
adverbial modifier of time of place of manner of reason (cause) of concession of comparison of exception of condition of degree and measure of attendant circumstances and subsequent events of result (consequence) of purpose	Обставини Часу Місця Способу дії Причини Поступки Порівняння Виключення Умови Міри і ступеня Супровідних обставин Результату Мети
apposition close loose (detached)	Прикладка Невідокремлена Відокремлена
attribute	Означення
auxiliary verb	Допоміжне дієслово
bare infinitive	інфінітив без частки 'to'
basic forms of the verb	основні форми дієслова
complex object	складний додаток
compound nominal predicate	складений іменний присудок
compound verbal aspect predicate	складений дієслівний аспектний присудок
compound verbal modal predicate	складений дієслівний модальний присудок
direct object	прямий додаток

durative verbs	неграничне дієслово
dynamic verb	дієслово дії
finite forms of the verb	особові форми дієслова
gerund	герундій
gerundial phrase	герундіальний зворот
homogeneous members of the sentence	однорідні члени речення
indirect object	непрямий додаток
infinitive	інфінітив (початкова форма дієслова)
intransitive verbs	неперехідне дієслово
irregular verb	неправильне дієслово
link verb	дієслівна зв'язка
modal verb	модальне дієслово
non-finite forms of the verb	безособові форми дієслова
notional verb	основне дієслово
object	додаток
participle	Дієприкметник
present participle	Дієприкметник теперішнього часу
past participle	Дієприкметник минулого часу
participial construction	дієприкметниковий (дієприслівниковий) зворот
passive voice	пасивний стан
perfect correlation	перфектна кореляція
predicate simple verbal simple nominal compound verbal aspect compound verbal modal compound nominal	Присудок простий дієслівний присудок простий іменниковий присудок складений дієслівний аспектуальний присудок складений дієслівний модальний присудок складений іменниковий присудок
predicative	предикатив; іменна частина

	складеного іменного присудка
prepositional object	прийменниковий додаток
principal member of the sentence	головний член речення
regular verb	правильне дієслово
secondary members of the sentence	другорядні члени речення
sense perception	чуттєве сприйняття
simple verbal predicate	простий дієслівний присудок
simple nominal predicate	простий іменниковий присудок
stative verb	дієслово стану
subject	підмет
subject group	група підмета
subject-predicate agreement	узгодження підмета і присудка (граматичної основи)
succession of actions	послідовність дій
terminative verb	граничне дієслово
transitive verbs	перехідне дієслово
verbals = verbids	безособові форми дієслова
voice	стан